

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ACCT 3  
**Full Course Title:** Computerized Accounting  
**Short Title:** Comp Accounting  
**TOP Code:** 0502.00 - Accounting\*  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
    **Lecture hours:** 45.0  
    **Lab hours:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Accounting (Masters Required)
- 

### Course Description

Computerized accounting using QuickBooks Pro. Basic through intermediate features for small and medium size businesses including banking, sales and customers, purchases and vendors, inventory, reports and graphs. Application of all aspects of accounting cycle.

---

### Conditions of Enrollment

Satisfactory completion of: ACCT 10A or ACCT 1 or ACCT 1L or ACCT 2L

---

### Content

#### Course Lecture Content

1. Backup and restore company data
2. Customize a chart of accounts
  - a. Understand relationship to all other aspects of accounting
3. Banking and check register:
  - a. Deposits
  - b. Writing checks
  - c. Bank reconciliation
  - d. Discussion of on-line banking.

4. Customers and sales:
  - a. Record sales transactions
  - b. Invoices
  - c. Accounts receivable
  - d. Customer payments
  - e. Reports
5. Vendors, purchases and inventory
  - a. Record purchase transactions
  - b. Purchase orders
  - c. Accounts payable
  - d. Bill payment
  - e. Reports
6. Employees and payroll:
  - a. Time tracking and customer invoices
  - b. Process payroll with QuickBooks
  - c. Reports
7. Reports and graphs:
  - a. Process numerous accounting financial reports
  - b. Prepare adjusting entries
  - c. Export to excel
8. Create virtual service company
9. Create merchandising company
10. Advanced topics:
  - a. Budgets
  - b. Estimates
  - c. Progress billing
  - d. Credit card sales
  - e. Accounting for bad debts
  - f. Audit trail

## Course Lab/Activity Content

Use the computer to demonstrate the ability to:

1. Backup and restore company data
2. Customize a chart of accounts
  - a. Understand relationship to all other aspects of accounting
3. Banking and check register:
  - a. Deposits
  - b. Writing checks
  - c. Bank reconciliation
  - d. Discussion of on-line banking.
4. Customers and sales:
  - a. Record sales transactions
  - b. Invoices
  - c. Accounts receivable
  - d. Customer payments
  - e. Reports
5. Vendors, purchases and inventory
  - a. Record purchase transactions
  - b. Purchase orders
  - c. Accounts payable
  - d. Bill payment
  - e. Reports
6. Employees and payroll:

- a. Time tracking and customer invoices
  - b. Process payroll with QuickBooks
  - c. Reports
  7. Reports and graphs:
    - a. Process numerous accounting financial reports
    - b. Prepare adjusting entries
    - c. Export to excel
  8. Create virtual service company
  9. Create merchandising company
  10. Advanced topics:
    - a. Budgets
    - b. Estimates
    - c. Progress billing
    - d. Credit card sales
    - e. Accounting for bad debts
    - f. Audit trail
- 

## Objectives

1. Apply accounting principles and practices to the operation of a small to mid-size company using QuickBooks Pro. Create a virtual service company and merchandising company.
  2. Effectively use the General Ledger, Accounts Receivable, and Account Payable, manage inventory, create payroll, and create a variety of reports.
  3. Identify the operational sequence for each component and the underlying processes.
  4. Understand and apply principles of accounting in an automated environment.
  5. Analyze transactions and determine appropriate process and operational sequence; apply problem solving skills to detect and correct any errors made either in the transaction or the data input process; use problem-solving skills to choose among a number of options; think through the entire accounting cycle process and relate it to an automated environment using sound and ethical business practices.  
**\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Demonstrate proficiency in computerized accounting in the setup of a new company
  2. Skilled in the use of practical applications for payroll accounting
  3. Demonstrate mastery of accounting procedures and practices
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Distance Education

### Delivery Methods

- Online

---

## Assignments

### Reading Assignments

Read Chapter 2 pages 2.1-2.48

### Other Assignments

Using Student Data File Chapter 2 complete Exercise 2.1 To Do List, Exercise 2.2 Edit Chart of Accounts, Project 2 Larry's Landscaping. Create a portable .QBM backup of the work and upload into Canvas as an attachment.

---

## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Quizzes
- 

## Course Materials

### Textbooks:

1. Donna Kay. *Computer Accounting with QuickBooks Pro 2015*, 17th ed. McGraw-Hill, 2015, ISBN: 978-1259620720

**Equivalent text is acceptable**

### Other:

1. Student storage device, such as flash drive
- 

Generated on: 6/18/2018 12:44:37 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 33  
**Full Course Title:** Advanced Photography  
**Short Title:** Advanced Photo  
**TOP Code:** 1012.00 - Commercial Photography\*  
**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Lecture hours:** 36.0  
**Lab hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Photography (Masters Required)
- 

### Course Description

Traditional and digital based photography; further exploration within the student's area of interest. Assignments in creative problem solving with studio lighting and the large format camera. A capstone course for the Photographic Imaging AS and certificate, designed to be a culmination of students' experience. Preparation of final portfolios and resume to target specific photographic markets.

---

### Conditions of Enrollment

Satisfactory completion of: ART 36B

### Advisories

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

### Content

#### Course Lecture Content

1. Studio Lighting
  - a. Tungsten - Quartz Halogen
  - b. Electronic Strobe
    - i. Product illustration
    - ii. Portraiture
    - iii. Architecture
2. The Large Format Camera
3. Preparation of Portfolios
  - a. Targeting Specific Markets
  - b. Presentation - CD/DVD/PDF
  - c. Resume Writing/Artist Statement/Bio Writing
4. Final Portfolio Reviews

#### Course Lab/Activity Content

Lab activities will entail practical application of skills relating to the following:

1. Studio Lighting
    - a. Tungsten - Quartz Halogen
    - b. Electronic Strobe
      - i. Product illustration
      - ii. Portraiture
      - iii. Architecture
  2. The Large Format Camera
  3. Preparation of Portfolios
    - a. Targeting Specific Markets
    - b. Presentation - CD/DVD/PDF
    - c. Resume Writing/Artist Statement/Bio Writing
  4. Final Portfolio Reviews
- 

### Objectives

1. Produce several portfolios that reflect mastery of studio lighting, digital file management, etc.
2. Create an effective personal resume that targets specific markets.
3. Identify and evaluate potential careers and higher education options in the field of photography.  
**\*\*Requires Critical Thinking\*\***
4. Produce an extremely high quality portfolio suitable for presentation to prospective employers, ad agencies, etc. **\*\*Requires Critical Thinking\*\***
5. Identify various employment possibilities in photography. **\*\*Requires Critical Thinking\*\***
6. Differentiate and apply various artificial light sources within a studio and location environment. **\*\*Requires Critical Thinking\*\***
7. Demonstrate a high level of competence in creative and technical problem solving. **\*\*Requires Critical Thinking\*\***
8. Apply digital post processing and file management techniques. **\*\*Requires Critical Thinking\*\***
9. Identify the limitations of film vs. digital systems. **\*\*Requires Critical Thinking\*\***

### Student Learning Outcomes

1. Students will produce a portfolio that reflects mastery of studio lighting.
  - o **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**  
Critique of student portfolios

### Assignments

#### Reading Assignments

**Read below article and post on class blog a one to five paragraph response to the article. Bring reading into class prepared to discuss contents of article.**

Before I begin with the topic of **digital studio lighting**, I want to correct a misconception about lights for digital capture, especially strobes. Some people think you need special "digital" lights and that equipment used previously with film won't work. The manufacturers have encouraged this thinking with expensive hot shoe-type flashes that sport features designed to "enhance" the digital experience. The Nikon SB-800 and the Canon 580EX are examples that come to mind.

Don't get me wrong. These are fine little strobes and if you have a DSLR that is fully compatible with those "enhanced" features (and don't mind the cost), fine, go for it. But you don't need them and anyway, hot shoe flashes are not really suitable for studio work, the subject of this article.

What kind of lights are suitable? Here we have to distinguish between two basic types of photographic lighting, whether for film or digital — continuous lights and strobes. Continuous lights are those which you turn on and they stay on until you turn them off. Photofloods, a kind of incandescent light source, are of this type. They are inexpensive and easy to use and for this reason we often suggest them to students first getting into studio photography. But photofloods (and their big brother, professional quartz halogen lights) have some serious drawbacks. Heat, for one. They don't call them "hot-lights" for nothing. If you ever touch one while it is still on, I guarantee you won't do it a second time. For another, unstable color temperature; though the quartz lights are better at this, especially if you have a voltage regulator installed on the line. They last longer than the photofloods, but because they are even hotter, there is a potential hazard — the bulb can explode under certain conditions. It's not that common but because of this, the better units come with a protective screen and/or safety glass.

Another thing to keep in mind is that hot-lights are a very inefficient light source, simply because so much of the power is wasted as heat. This often necessitates the use of relatively slow shutter speeds in order to compensate for the output loss. Not a big problem if you are doing product photography, as long as the product isn't moving. But suppose you want to shoot portraits? People do move, even if it's only their heads, and that means employing an even bigger (and hotter) unit so you'll have access to faster shutter speeds. Yes, you could set a high ISO on your camera, but then you have increased noise to deal with.

However, 600 watt quartz halogen lights are pretty bright and operate under the same principle as regular tungsten bulbs. The difference is the bulbs are made of quartz and are filled with halogen gas. The result is brighter light and longer life. When used with a good-size softbox, like 24 x 24 inches, they will provide nice soft illumination quite suitable for portraiture. These are made by numerous manufacturers, like Lowel, Photoflex, Smith-Victor, and others. If you go this route, be sure the softbox you get is rated for hot-lights, NOT those intended for use with strobes. The hot-light type is made with materials that are very heat resistant and some models are equipped with louvers to vent the heat.

Another issue to consider for digital studio lighting is the wattage. If you are planning a home studio,

© Smith-Victor



you'd better have an electrician check out your wiring, especially if it's an older home.

A fairly recent development in continuous photographic lighting is fluorescents, which are cooler and provide nice soft illumination. Because they are cool, you can place them quite close to your portrait subject. They work fine with digital cameras but not so well with film. That's because fluorescents have a spectral distribution that plays havoc with film. If you've ever shot a roll under such lights and got that infamous greenish color cast, you know what I am talking about. Not really an issue with digital but even so, I recommend you shoot RAW for your studio work. The color temperature of fluorescents can change both with the age of the tubes and how long you have them switched on.

Some fluorescent photographic lights have a built-in dimmer mechanism (the more modern studio lights use DMX, a kind of digital controller system). There are types that can be mounted on a stand, but a better approach, in my opinion, is to hang them on a track system overhead. Arri, a well-known manufacturer of lighting gear, offers an extensive line called Studio Cool. Not exactly inexpensive and the tubes are sold separately but such units do provide a nice continuous light source that's cool.

© Arri



Still more recent is the introduction of lights that use compact fluorescent bulbs, either individually or in an array. Perhaps the best-known is the Bowens 9lite, a kind of soft box with (you guessed it) nine compact fluorescent bulbs. I've used the latter type bulbs in standard household fixtures. They use less electricity than regular incandescent bulbs and last a long time. The Bowens 9lite comes with the bulbs, which is a good thing because they are rather more expensive than the compact fluorescents made for home use.

Some fluorescents are a bit on the cool side, color-wise. The Bowens 9lite, for example, has bulbs rated at 6400K. This is easily adjusted by setting a custom white balance for your camera and even if your camera offers color temperature settings, I think this is the best approach. Shoot RAW and you then have total control over the color.

© Bowens



© Litepanels



LED (light-emitting diode) units are another development in digital studio lighting. Also long lasting and cool, they might be an alternative to fluorescents. Litepanels has numerous products, including some that are similar to the fluorescent panels, and their LED's are rated at 100,000 hours! Definitely not cheap, though. Price for a 1 x 1 foot panel was quoted at about \$1800 at one vendor I visited.

Are continuous light sources such as these the best choice for a digital studio? If you are on a tight budget, maybe not. Some types, like HMI lights (it stands for Hydrargyrum Medium Arc Iodide, but you don't have to remember that), seem more suitable for video or theatrical use (Hollywood movies are often shot under HMI lights), where a continuous light source is a requirement, not merely an option. However, a decent quartz halogen studio lighting kit, with softboxes, is likely to be much less expensive than fluorescents or LED units. And any continuous source, no matter the type, does offer one big advantage — the lighting kits are easy to set up for portraiture. You can immediately see how the shadows fall. With digital, of course, you can view your shots right away on your camera's LCD monitor in playback mode, then make any lighting adjustments necessary. But unless you have your camera tethered to a laptop (not a bad approach for studio portraiture, by the way), you are going to be making those decisions while looking at a tiny screen. Continuous lights eliminate this cumbersome uncertainty. It's a situation of what-you-see-is-what-you-get.

What are the alternatives to continuous lights? Well, that brings us to strobe lights, the studio type, and in general, shooting digital is no different than shooting with film (there is an exception which I mention below). You are still confronted with a bewildering array of choices when choosing a strobe kit for digital studio lighting. Should you get monolights or a power pack system? Umbrellas or softboxes? How many units do you need? Which flash meter should you buy (yes, you need a hand-held. Forget your in-camera metering system).

Very briefly, monolight strobe units have everything housed in one unit. They are less expensive than power packs and somewhat easier to use. The disadvantage is weight, meaning you need pretty sturdy and heavy light stands to hold them. Manufacturers include Bowens, Elinchrom, Novatron, Photogenic, White Lightning, and a host of others and all are available as studio lighting kits. An offshoot of White Lightning is called Alien Bees (where do they get these names!) that's less expensive. If you are really strapped for cash, SP Studio Systems makes relatively cheap strobe lighting units that are quite adequate and Photogenic offers a budget line of strobe lights called StudioMax.



For established studio photographers, the power pack units might be the best choice, especially if the unit will be put to HEAVY use. That means lots of clients! Power packs typically have two or more sockets to plug in the flash heads. Since the flash heads contain little more than a flash tube, modeling light, and a reflector, they are pretty light, weight-wise, and don't require as sturdy a stand as monolights. All the flashes and functions, including wireless operation, are controlled from the pack, which is plugged into an AC outlet (there are some battery-powered units). Some units allow you to control functions from a computer. All this capability doesn't come cheap, though. For example, the Broncolor Grafit A2 RFS is a 1600 watt/second unit with a host of features, including precise control of flash duration (1/125 to 1/6000sec), fast recycling (as short as .03 seconds), adjustable power in 1/10th or 1/3 stop increments, built-in slave cell, built-in circuit breaker, and (naturally) fan cooled, amongst others. Price? About \$6800. The Grafit can also be triggered from a MAC or

Windows computer with an optional RFS transceiver and the appropriate software. Nice if you have the money and the need but there ARE less expensive packs.

However, if you are just starting out or have a part-time photography business, I think monolights are a better choice for digital studio lighting. Alien Bees offers some nice, reasonable strobe kits (they call them packages) and one, the Digi Bee, costs only \$600. It includes two monolights (not high-powered but more than enough for a small home portrait studio), two 10 ft light stands, two 48 in umbrellas, and a carry case. Alien Bees describes the "Digi" as suitable for digital photographers who don't need a lot of power. And you won't if you shoot at 400 ISO, quite practical with most DSLR's. That's the only thing "digital" about the "Digi". But you can also buy components separately for a more custom fit.



Are there any digital cameras that won't work with strobes. Well, yes, but if you happen to have one, you undoubtedly already know about this. Large format cameras that employ a digital scanning back require a continuous light source instead of strobes.

Perhaps you are wondering why you can't use one or more portable hot shoe-type flashes for studio photography. Well, you can but there are limitations. The main one is a lack of a modeling light. Some expensive models have a kind of modeling light that stays on for a brief period but that's not the same thing as what's available in real studio strobes. They are ok, however, for location work as long as you are not trying to illuminate a large subject and they to have the advantage of light weight in a small package. But once again, you don't need the newest high-end flash made by your DSLR's manufacturer.

I've not discussed HOW to use these different types of illumination for studio photography. I've said nothing about placement, setting lighting ratios, or any of the other technical considerations every studio photographer must know. Nor have I said anything about basic photography. If you already have a studio and are looking to upgrade some of the components, or if you are just starting out in studio work, I assume you already know the basics. If not, I recommend you take our Complete Course in Professional Photography. The Course has extensive sections on studio lighting.

---

### Methods of Evaluation

- Laboratory Assignments
- Participation
- Portfolio

---

### Course Materials

#### Other:

1. Directed reading/viewing of imagery via internet.
2. Film, paper, mat board, etc.
3. Supplemental readings provided by instructor.

Generated on: 6/19/2018 12:39:17 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 35  
**Full Course Title:** Creative Photo Documentary  
**Short Title:** Creative Photo Doc  
**TOP Code:** 1012.00 - Commercial Photography\*  
**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
    **Lecture hours:** 36.0  
    **Lab hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Photography (Masters Required)
- 

### Course Description

Students will develop an understanding and appreciation of the photograph as it is used in social and personal commentary. Individual exploration and creativity will be deployed to create a focused photographic essay. Various presentation methods will be explored.

---

### Conditions of Enrollment

Satisfactory completion of: ART 31 or ART 36A

### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Dynamics of Photographic Vision
  - a. Craft vs. vision
  - b. Point of view
  - c. Vantage point

2. Analyzing Photography
  - a. Interpretation
  - b. Criticism
3. The history of documentary photography
  - a. Past documentarians and their significance
  - b. Influences of film and video
4. The uses of photography in documentation
5. Proxemics and kinesics
6. Documentary structure
7. The environmental portrait
8. Presentation modalities
  - a. Traditional exhibitions
  - b. Books
  - c. Electronic formats

### Course Lab/Activity Content

Lab will consist of practical application of the following concepts and skills:

1. Dynamics of Photographic Vision
  - a. Craft vs. vision
  - b. Point of view
  - c. Vantage point
2. Analyzing Photography
  - a. Interpretation
  - b. Criticism
3. The history of documentary photography
  - a. Past documentarians and their significance
  - b. Influences of film and video
4. The uses of photography in documentation
5. Proxemics and kinesics
6. Documentary structure
7. The environmental portrait
8. Presentation modalities
  - a. Traditional exhibitions
  - b. Books
  - c. Electronic formats

---

### Objectives

1. Conceive, execute, edit and assemble a series of photographs that reflect the student's intent and personal point of view. **\*\*Requires Critical Thinking\*\***
2. Demonstrate in writing the ability to reflect on, interpret, and communicate the student's own artistic intent relative to the student's own photographic essay. **\*\*Requires Critical Thinking\*\***
3. Produce a body of photographs that recognizes the application, function and potential of photography as a potent documentative tool. **\*\*Requires Critical Thinking\*\***
4. Demonstrate specialized darkroom and/or digital darkroom and lighting techniques to solve various problems. **\*\*Requires Critical Thinking\*\***
5. Produce a project oriented portfolio of images in preparation for various vocational areas within photography. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Conceive, produce and complete a portfolio that reflects the communicative power of the photographic documentary.
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

### Reading Assignments

Read the article "Against Compassion Fatigue" and post your response to the article on the class blog. Respond to one of your fellow student's posts.

---

## Methods of Evaluation

- Laboratory Assignments
  - Portfolio
  - Research Project
- 

## Course Materials

### Other:

1. Assigned reading via handouts, online sources
  2. Film, paper, mat board
- 

Generated on: 6/19/2018 12:41:28 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** CUL 59B

**Full Course Title:** Advanced Restaurant Operations

**Short Title:** Adv. Restaurant Ops

**TOP Code:** 1306.00 - Foods, Nutrition, and Wellness Studies, General\*

**Effective Term:** Spring 2019

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 4.0

**Total class hours:** 216.0

**Total contact hours in class:** 180.0

**Lecture hours:** 18.0

**Lab hours:** 162.0

**Hours outside of class:** 36.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Culinary Arts/
- 

### Course Description

Set-up and management of the campus restaurant including scheduling, marketing, inventory, menu planning, and costing.

---

### Conditions of Enrollment

Satisfactory completion of: CUL 59A or CUL 60

### Course is Open Entry/Open Exit

---

### Content

#### Course Lecture Content

1. Review
  - a. Physical set-up and management of a restaurant.
  - b. Safety and sanitation in the dining room and line kitchen.
  - c. Short order cooking.
  - d. Controls and bookkeeping.

2. New Topics
  - a. Menu development.
  - b. Managing tables.
  - c. Micro data enter.
  - d. Point of sales
  - e. Micros management.
  - f. Barista training.

### Course Lab/Activity Content

1. Lab Assignments
    - a. Physical set-up and management of a restaurant.
    - b. Safety and sanitation in the dining room and line kitchen.
    - c. Short order cooking.
    - d. Controls and bookkeeping.
  2. Processing
    - a. Menu development.
    - b. Managing tables.
    - c. Micro data enter.
    - d. Point of sales Micros management.
    - e. Barista training.
- 

### Objectives

1. Demonstrate the ability to input items in the POS system
  2. Demonstrate the ability to successfully market and advertise Flavors Restaurant
  3. Prepare and use inventory sheets to industry standards
  4. Demonstrate the ability to correctly cost a standardized recipe
  5. Demonstrate the ability to develop standard production food records and recipes
  6. Plan, prepare and order for a weekly Flavors menu. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Students can create and cost an Aromas weekly menu.
  2. Students can work POS system during production lunch day.
- 

### Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

### Assignments

Reading Assignments  
Writing Assignments

**Other Assignments**

With a group, plan and prepare a complete meal on a budget for 8 people.

---

**Methods of Evaluation**

- Exams
  - Homework
  - Laboratory Assignments
  - Participation
  - Problem Solving Exercises
  - Quizzes
  - Skills Demonstrations/Performance Exam
  - Other  
Final competitive group cooking project
- 

**Course Materials****Textbooks:**

1. Labensky Sarah. *On Cooking*, 6th ed. Person, 2018, ISBN: 978-0134441900

**Other:**

1. Black work pants, chef coat, chef knife, 3 ring binder, sharpie, pen, calculator, pocket thermometer, & non-slip shoes, beanie & Pocket Notebook
- 

Generated on: 6/19/2018 12:33:18 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ECON 1A  
**Full Course Title:** Elementary Economics-Macro  
**Short Title:** Macro Economics  
**TOP Code:** 2204.00 - Economics, General  
**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Lecture hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Economics (Masters Required)
- 

### Course Description

An introduction to macroeconomic concepts and principles of economic analysis. Topics include: foundations of economic life, national income and employment, financial systems, business cycles, money and banking, monetary and fiscal policy, economic growth and stability, public finance, international trade and the position of the U.S. within the context of the global economy, World Trade Organization policies, International Monetary Fund, World Bank structure, and global agricultural subsidies.

---

### Conditions of Enrollment

Satisfactory completion of: MATH 101 or MATH 101B Qualifying score on the mathematics placement test

### Advisories

- **Language - recommended eligibility for English 1A**  
To successfully complete this class, a student needs to be able to read and understand the textbook reading and the assignments required for a passing grade.
- 

### Content

#### Course Lecture Content

1. A Brief Economic History
2. Resource Utilization

3. The Mixed Economy
  - a. Economic Role of Government
  - b. Market Failures
4. Economic measurements
5. Business Cycle
6. Supply and Demand
  - a. Shifts
  - b. Price Ceilings and Floors
7. The Household Consumption Sector
8. Graphing Consumption and Other Components of the Financial System
9. The Business-Investment Sector
  
10. The Government Sector
  
11. The Export-Import Sector
  
12. Specialization and Exchange
  
13. World Trade Agreements
  
14. Real and nominal Gross Domestic Product
  
15. Economic Fluctuations
  
1. Unemployment
2. Inflation
  
16. Classical and Keynesian Economics
  
17. Aggregate Supply and Demand
  
18. Fiscal Policy and the National Debt
  
19. Recessionary Gaps, Inflationary Gaps, and Automatic Stabilizers
  
20. Discretionary Fiscal Policy
  
1. Fiscal Policy Lags
  
21. National Debt
  
1. Debt Ceilings
2. Fiscal Cliffs
  
22. Money and Banking
  
23. Federal Reserve
  
24. Economic Growth and Productivity
  
25. International Trade, International Finance, and Trade Deficits

---

## Objectives

1. Define and apply the economic theories presented in this course. **\*\*Requires Critical Thinking\*\***
2. Apply economic principles such as opportunity cost, finite resources, and trade-offs to students' everyday

lives where spending, working, and saving decisions are concerned. **\*\*Requires Critical Thinking\*\***

3. Apply market theory principles to help understand the potential role of government in the economy in relation to fiscal policy and monetary policy. **\*\*Requires Critical Thinking\*\***
  4. Synthesize ideas in order to derive new solutions to economic problems.
  5. Formulate better informed decisions regarding the health of the national economy.
  6. Gather and analyze economic data and formulate conclusions that demonstrate a sound understanding of economic models. **\*\*Requires Critical Thinking\*\***
  7. Describe and analyze the economy using quantitative and graphical analysis utilizing national income, unemployment, inflation, and monetary data. **\*\*Requires Critical Thinking\*\***
  8. Analyze current events, including U.S. and World Markets, reported upon in the news media. **\*\*Requires Critical Thinking\*\***
  9. Understand the structure of the Federal Reserve banking system, its components, and how it functions with regard to the central bank.
  10. Explain and apply economic theories regarding globalization and predict future developments.
  11. Analyze proposed political solutions to the state of the economy and determine whether these are based on sound economic principles.
  12. Analyze current events reported upon in the news media. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Assess market conditions applying laws of supply and demand.
  2. Assess economic growth using the principles of aggregate demand and supply.
  3. Determine the various roles of public policy on market economies.
  4. Describe the role of the Federal Reserve Bank in the domestic and global economy.
  5. Evaluate economic growth from both a domestic and global perspective.
  6. Describe and evaluate differing perspectives of income distribution, standards of living, poverty, and healthcare.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Simulation exercises
- 

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

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

1.) Complete the following table and use it to answer questions (a) – (e):

Disposable Income	Consumption	Savings
\$0	_____	-\$60
150	_____	0
300	_____	60
450	_____	120
600	_____	180
750	_____	240
900	_____	300
1050	_____	360
1200	_____	420
1350	_____	480
1500	_____	540

- a.) What is autonomous consumption?
- b.) What is the Marginal Propensity to Consume (MPC)? What is the Marginal Propensity to Save (MPS)?
- c.) What is the equation for the Consumption Function?
- d.) Graph the Consumption Function on graph paper. (Be sure to label everything and include a 45° line)
- e.) At an income level of \$2,200, what is the level of consumption? What is the level of savings?

2.) Given the following:

Autonomous Consumption: \$20

Marginal Propensity to **SAVE**: 0.20

Autonomous Investment: \$80

a.) Complete the table on the next page:

Income	Consumption	Savings	Investment	C + I
\$0	_____	_____	_____	_____

100	_____	_____	_____	_____
200	_____	_____	_____	_____
300	_____	_____	_____	_____
400	_____	_____	_____	_____
500	_____	_____	_____	_____
600	_____	_____	_____	_____
700	_____	_____	_____	_____
800	_____	_____	_____	_____
900	_____	_____	_____	_____
1,000	_____	_____	_____	_____

- b.) What is the equation for the Aggregate Expenditure Function?
- c.) Graph the Aggregate Expenditure Function on graph paper.
- d.) What is the equilibrium level of GNP?
- e.) What is the Multiplier?
- f.) If investment **decreased** by \$25, what is the **new** equilibrium level of GNP?

3.) Assume the land of Wilsonia has the following characteristics:

Marginal Propensity to Consume: 0.75

Autonomous Consumption: \$600

Autonomous Investment: \$500

- a.) What is the Aggregate Expenditure Function?
- b.) What is the equilibrium level of GNP?
- c.) What is the Multiplier for Wilsonia?
- d.) If the level of savings **decreased** by \$200 in the land of Wilsonia, what is the **new** equilibrium level of GNP?

---

## Methods of Evaluation

- Essay/Paper
- Exams
- Homework

- **Participation**
  - **Problem Solving Exercises**
  - **Quizzes**
  - **Research Project**
  - **Other**  
Written news analyses
- 

## Course Materials

### Textbooks:

1. Slavin, Stephen L. . *Macroeconomics*, 11th ed. McGraw-Hill, 2014, ISBN: 978-0-07-764155-9  
**Equivalent text is acceptable**

### Other:

1. Online homework package such as Aplia or MyEconLab at instructor's discretion
  2. Current subscription to newspaper, magazines also at instructor's discretion.
- 

Generated on: 6/19/2018 11:57:41 AM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ECON 1B  
**Full Course Title:** Elementary Economics-Micro  
**Short Title:** Micro Economics  
**TOP Code:** 2204.00 - Economics, General  
**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Lecture hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Economics (Masters Required)
- 

### Course Description

An introduction to Microeconomic concepts, principles, scarcity problems and policies. Theories include: equilibrium price, supply and demand, elasticity, marginal utility, cost and revenue concepts, market structure, labor economics, comparative economic systems and pricing the factors of production. Students learn to use economic principles to analyze the economic challenges facing the individual and business organization.

---

### Conditions of Enrollment

Satisfactory completion of: MATH 101 or MATH 101B Qualifying score on the mathematics placement test.

### Advisories

- **Language - recommended eligibility for English 1A**  
To successfully complete this class, a student needs to be able to read and understand the textbook reading and the assignments required for a passing grade
- 

### Content

#### Course Lecture Content

1. Resource Utilization
  - a. Scarcity
  - b. Resource allocation

- c. Opportunity Cost
    - d. Production possibilities curve
  2. Mixed Economy
    - a. The three basic economic questions: What do we produce, how much, for whom?
    - b. Price mechanism
    - c. Equity and efficiency
    - d. Circular flow model
    - e. Economic role of the government
    - f. Market failures
  3. Supply and Demand
    - a. Surpluses and shortages
    - b. Shifts in demand and supply
    - c. Price ceilings and price floors
    - d. Equilibrium price and equilibrium quantity
    - e. Graphing demand and supply curves
  4. Price Elasticities of Demand and Supply
    - a. Calculating the price elasticity of demand
    - b. Elastic, inelastic and total revenue
    - c. Income elasticity of demand
    - d. Cross elasticity of demand
    - e. Price elasticity of supply
    - f. Tax incidence
  5. Theory of Consumer Behavior
    - a. Utility, marginal utility and total utility
    - b. Consumer surplus
  6. Cost Theory
    - a. Fixed cost, variable cost, total cost and marginal cost
    - b. Short run and long run
    - c. Average fixed cost, average variable cost and average total cost
    - d. Graphing all cost curves
    - e. Production function and the Law of Diminishing Returns
    - f. Shut down decisions
  7. Market Structures
    - a. Perfect competition
    - b. Monopoly
    - c. Monopolistic competition
    - d. Oligopoly
  8. Labor Markets
    - a. Demand and supply of labor
    - b. Minimum wage and living wage
  9. Income Distribution, Poverty and Market Failures
    - a. Equity and efficiency
    - b. Government transfer programs
    - c. Poverty defined and solutions
  10. International Trade and Finance
    - a. Absolute advantage, comparative advantage, specialization
    - b. Trade balances, tariffs, and quotas
    - c. Exchange rate systems
- 

## Objectives

1. Define and apply economic theories, such as scarcity, trade-offs, opportunity costs and rationalization, to everyday experiences.

2. Relate economic theory to the "real world".
  3. Infer possible policy solutions and evaluate the effectiveness of these solutions.
  4. Synthesize economic theories in order to derive new solutions to economic problems.
  5. Formulate sound business operating decisions grounded in economic theory.
  6. Address and explain reasons for market failures and appropriate government regulation.
  7. Explain and relate personal consumer experiences to economic theories.
  8. Develop optimal economic solutions under varying market structures. **\*\*Requires Critical Thinking\*\***
  9. Define, calculate and interpret the different measurements of elasticities. **\*\*Requires Critical Thinking\*\***
  10. Synthesize and analyze production data, resource allocation and pricing scenarios. **\*\*Requires Critical Thinking\*\***
  11. Analyze consumer behavior in face of scarce resources. **\*\*Requires Critical Thinking\*\***
  12. Research U.S. and world markets and apply economic theories to the decisions that have been made. **\*\*Requires Critical Thinking\*\***
  13. Define and calculate production costs, quantity choices and pricing strategies for different types of firms in the short run and the long run.
- 

## Student Learning Outcomes

1. Mathematically and graphically demonstrate a clear understanding of microeconomic principles of supply, demand, and equilibrium price and quantity.
  2. Assess the marginal cost and revenue dynamics of market structures, including perfect competition, monopoly, oligopoly and monopolistic competition.
  3. Describe and evaluate domestic and global issues of income, poverty, and healthcare.
  4. Assess consumer and business decision making using theories of utility and elasticity.
  5. Develop opinions and synthesize microeconomic principles to current and historical economic trends and issues.
  6. Demonstrate in writing and graphically the dynamics of the labor market, including factors such as unemployment, minimum wage, and labor unions.
- 

## Methods of Instruction

- Lecture/Discussion
- 

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

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

1.) Use the following **INDUSTRY** Demand/Supply schedule to answer questions (a) – (c):

PRICE	QUANTITY DEMANDED	QUANTITY SUPPLIED
\$180	0	100
170	5	95
160	10	90
150	15	85
140	20	80
130	25	75
120	30	70
110	35	65
100	40	60
90	45	55
80	50	50
70	55	45
60	60	40
50	65	35
40	70	30
30	75	25
20	80	20

NOTE: \$20 is the shut-down price for this Industry. No output is produced at prices **below** \$20.

a.) Assume that the above schedule represents a **PERFECTLY COMPETITIVE INDUSTRY**.

Graph the Industry Demand Curve and the Industry Supply Curve on graph paper.

1a.) What is the Industry's Equilibrium Price and Quantity?

2a.) On your graph, shade in the area which represents Consumer Surplus and Producer Surplus for this Industry.

3a.) What is the **numerical** value for Consumer Surplus? What is the **numerical** value for Producer Surplus?

b.) Now assume that the above schedule represents a **MONOPOLY INDUSTRY**. On a new graph, graph the Monopolist's Demand Curve, Supply Curve, and Marginal Revenue Curve.

1b.) Assuming that the Marginal Cost Curve is identical to the Supply Curve, how much will the Monopolist produce? What price will the Monopolist charge?

2b.) On your graph, shade in the area which represents Consumer Surplus, Producer Surplus, and Deadweight Loss for this industry.

3b.) What is the **numerical** value for Consumer Surplus? What is the **numerical** value for Producer Surplus? What is the **numerical** value for the Deadweight Loss?

c.) Comparing your answers from (a) to your answers from (b), discuss the resulting effects on this Industry and the economy of going from a Perfectly Competitive Industry to a Monopoly.

2.) Consider the following Demand Schedules for Adult theater tickets and Children’s theater tickets at Molly’s Theater:

PRICE (per ticket)	ADULT’S QUANTITY DEMANDED	CHILDREN’S QUANTITY DEMANDED
\$15	0	0
14	2	0
13	4	0
12	6	0
11	8	0
10	10	0
9	12	1
8	14	2
7	16	3
6	18	4
5	20	5
4	22	6
3	24	7
2	26	8
1	28	9
0	30	10

a.) Assuming that Molly is able to charge different prices to Adults and Children, and using a graph similar to the one we did in class (Auto Insurance Example), graph the following:

- 1a.) Demand Curve for Adult Theater Tickets
- 2a.) Marginal Revenue Curve for the Adult Theater Market
- 3a.) Demand Curve for Children’s Theater Tickets
- 4a.) Marginal Revenue Curve for the Children’s Theater Market
- 5a.) Marginal Cost Curve (Assuming a constant Marginal Cost of \$5)

b.) Using your graph from (a), find the following:

- 1b.) # of Adult Theater Tickets Sold: \_\_\_\_\_
- 2b.) Price of Adult Theater Tickets: \_\_\_\_\_
- 3b.) # of Children’s Theater Tickets Sold: \_\_\_\_\_
- 4b.) Price of Children’s Theater Tickets: \_\_\_\_\_
- 5b.) Molly’s Total Revenue for ticket sales to both Adults and Children: \_\_\_\_\_

**Now assume that Molly can no longer discriminate and must charge the SAME price to adults and children:**

- c.) Graph Molly’s “Market Demand Curve” depicting total demand for tickets at each price level.
- d.) Graph Molly’s Marginal Revenue Curve and Marginal Cost Curve. (Assuming a constant Marginal Cost of \$5)
- e.) Using your new graph, find the following:
  - 1e.) # of Tickets Sold:
  - 2e.) Price of each Ticket:
  - 3e.) Molly’s Total Revenue for ticket sales:
- f.) How much revenue did Molly lose by not being able to practice price discrimination?

## Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Other**

Students will be expected to read, interpret and analyze current economic events. Students will also be responsible for participation in debates regarding current economic events.

---

## Course Materials

### Textbooks:

1. Slavin, Stephen L.. *Microeconomics*, 11th ed. McGraw Hill, 2014, ISBN: 978-0-07-764154-2  
**Equivalent text is acceptable**

### Other:

1. Online homework package such as Aplia or MyEconLab at instructor's discretion
  2. Current subscription to newspaper or magazine at instructor's discretion
- 

Generated on: 6/19/2018 12:03:55 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** EMT 61

**Full Course Title:** Emergency Medical Technician

**Short Title:** EMT

**TOP Code:** 1250.00 - Emergency Medical Technology/Technician (EMT Paramedic)\*

**Effective Term:** Spring 2019

---

### Course Standards

**Course Type:** Credit - Not Degree Applicable

**Units:** 7.0

**Total class hours:** 170.0

**Total contact hours in class:** 170.0

**Lecture hours:** 112.0

**Lab hours:** 58.0

**Hours outside of class:** 24.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Emergency Medical Technologies
- 

### Course Description

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

---

### Conditions of Enrollment

Satisfactory completion of: EMT 510 Have all course materials (Textbook with Premier Package) on the first day of class. Course Materials required by EMT instructors; CURRENT CPR CERTIFICATION California Code of Regulations Title 22. Social Security Division 9. Prehospital Emergency Medical Services Chapter 2. Emergency Medical Technician Article 3. Program Requirements for EMT Training Programs 100066. Procedure for EMT Training Program Approval. (2) A statement verifying CPR training equivalent to the 2015 American Heart Association's Guidelines for Cardiopulmonary Resuscitation and Emergency Cardiovascular Care at the Healthcare Provider level is a prerequisite for admission to an EMT basic course. ; Students must be 18 years of age at start of Clinical Rotations California Code of Regulations Title 22. Division 9. Chapter 2. Emergency Medical Technician Article 4. EMT Certification Section 100079(a)(5) ; Provide proof of vaccinations; measles,

mumps, and rubella (MMR) immunization. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and National Registry.; Provide proof of negative tuberculin (TB) skin test taken within 3 months of start of course. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance. In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of varicella (chicken pox) vaccine, immunization, or a positive varicella titer test. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of completed Hepatitis B vaccine series with a positive Hep B titer test, OR sign a declination form stating your voluntary refusal to obtain this vaccination. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance . In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Provide proof of a current season flu shot vaccination. These vaccination requirements are outlined within the signed agreement between Rideout Hospital and Bi-County Ambulance In addition these agreements afford students the opportunity to fulfill mandatory training requirements set forth by SSV and the National Registry.; Be prepared to purchase EMT uniform on the first day of class, and wear the uniform to all EMT class oriented activities. (approximately \$100.00). Required as part of Yuba College's EMT Program; Complete and provide proof of completed drug screen test and criminal background. Information regarding this requirement is provided 30 days prior to ER clinical (approximate cost: \$90.00.) - Required by SSV -Rideout Hospital; Obtain Yuba College EMT badge: \$10.00 Required for Bi-County Ambulance

### **Advisories**

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

## **Content**

### **Course Lecture Content**

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

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

#### II. Human Anatomy and Patient Assessment

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

### III. Pharmacology

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

### IV. Shock and Resuscitation

- A. Use of Hemostatic Dressings
- B. Use of Tourniquets
- C. Bleeding Control Methods

### V. Respiratory System

- H. Anatomy and Physiology
- I. Respiratory emergencies and Pathophysiology
- J. Mechanism of Injury and stabilization
- K. Management Skills and Interventions

### VI. External Automated Defibrillator

- L. Anatomy and Physiology of the Heart
- M. Basic Electrophysiology and Assessment
- N. Defibrillator Operation and Defibrillation
- O. Management Skills and Interventions
- P. Post Conversion Care and Monitoring

### VII. Cardiovascular System

- P. Anatomy and Physiology
- Q. Cardiac Emergencies and Pathophysiology
- R. Management Skills and Interventions

### VIII. Nervous System

- S. Anatomy and Physiology
- T. Nature of Illness or Injury stabilization
- U. Management Skills and Interventions

### IX. Soft Tissue Injuries

- V. Anatomy and Physiology
- W. Mechanism of Injury and Pathophysiology
- X. Assessment Skills and Interventions

## X. Musculoskeletal System

- Y. Anatomy and Physiology
- Z. Mechanism of Injury and Pathophysiology
- AA. Management Skills and Interventions

## XI. Medical Emergencies

- BB. Nature of Illness and Pathophysiology
- CC. Assessment Skills and Interventions

## XII Trauma

- A. Trauma Overview
- B. Bleeding
- C. Chest, Abdomen, Orthopedic, Soft Tissue, Multisystem Traumas.

## XIII Obstetric and Gynecological Emergencies

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

## XIV. Pediatrics

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

## XV Special Patient Populations

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

## XVI EMS Operations

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

## XVII Clinical Behavior/Judgment

- A. Assessment, Professionalism, Decision Making

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

1. In a simulated training scenario, perform primary and secondary assessment on an ill patient and recognize

the signs and symptoms associated with medical emergencies;

2. In a simulated training scenario, perform primary and secondary assessment on an injured patient and recognize the signs and symptoms of associated with traumatic injuries;
3. In a simulated training scenario, demonstrate the ability to perform a full set of vital signs, recognize the any abnormal discrepancies, and properly record and communicate the findings;
4. In a simulated training scenario, demonstrate the ability to perform initial spinal stabilization and to securely immobilize a patient to a backboard;
5. On a simulated training manikin, correctly assess the patient presenting with a compromised airway and properly insert the oral pharyngeal airway adjunct;
6. On a simulated training manikin, correctly assess the patient presenting with a compromised airway and properly insert the nasopharyngeal airway adjunct;
7. On a simulated training manikin, correctly assess the patient with a compromised respiratory effort and properly demonstrate the use of the bag valve mask and administration of positive pressure ventilation;
8. On a simulated training manikin, demonstrate the application of the non-rebreather oxygen mask and proper delivery of high flow supplemental oxygen;
9. On a simulated training manikin, demonstrate the application of the automatic external defibrillator and proper delivery of electrical cardio-version on the unconscious and pulseless patient;
10. On a simulated training manikin, demonstrate the proper application of the traction splint apparatus and stabilization of an orthopedic injury;
11. On a simulated training manikin, demonstrate the proper application of the air splinting device and stabilization of an orthopedic injury;
12. On a simulated training manikin, demonstrate the proper assessment of an obstetrical patient and the medical assistance required during emergency childbirth;
13. On a simulated training manikin, demonstrate the recognition of an obstetrical emergency and the required interventions for childbirth complications.

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

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

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

Obtain accurate diagnostics signs

Perform all skills listed in the DOT National Standard Curriculum.

---

## Objectives

1. Obtain accurate diagnostic signs.
2. Perform primary & secondary survey on medical or trauma patients. **\*\*Requires Critical Thinking\*\***
3. Perform single & 2 rescuer CPR standards, including AED application.
4. Perform infant CPR to standards.
5. Identify and treat complete airway obstruction. **\*\*Requires Critical Thinking\*\***
6. Demonstrate ventilation, suction and patient airway management.
7. Demonstrate immobilization and extrication of auto accident victim with suspected cervical spine fracture. **\*\*Requires Critical Thinking\*\***
8. Place patient on long board
9. Bandage and splint fractures
10. Remove helmet from trauma patient.
11. Control severe bleeding
12. Apply sling and swath
13. Assist in applying anti-shock trousers
14. Assist in intravenous and infusion set and monitoring
15. Treat penetrating chest wound
16. Demonstrate care for mother and infant during childbirth. **\*\*Requires Critical Thinking\*\***
17. Demonstrate lifting and moving patient
18. Demonstrate and perform proper procedures for Assessment, treatment and management of medical emergencies within authority of EMT 1. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Demonstrate basic airway and ventilatory techniques on adult and pediatric mannequins.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Demonstrate proper technique of trauma skills including splinting, spinal immobilization, Bleeding control

- and tourniquet placement.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
3. Demonstrate the systematic method for assessing patients in simulated scenarios of critical and non-critical trauma and medical emergencies using the National Scope of Practice Model.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
4. Demonstrate knowledge of the normal function of the organ systems, including: integumentary, skeletal, muscular, nervous, sensory, endocrine, cardiovascular, urinary, respiratory, immune, digestive and reproductive.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
5. Define major medical legal issues in providing prehospital patient care, including: consent, confidentiality, advanced directives, negligence, transport and non-transport and medical direction
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
6. Describe the major events that influenced the development of modern EMS systems in the United States.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect

for opinions, feelings, and values.

7. Demonstrate preparedness to pass the National Registry EMT level cognitive and psychomotor examinations.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

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

## Assignments

### Reading Assignments

Chapter reading assignments

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

### Writing Assignments

#### Other Assignments

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

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

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

1. Read The Airway Management lesson and explain the rationale for providing high oxygen concentration through a high-flow non-rebreather oxygen mask to patients who, in the past, have received low oxygen concentrations through a nasal cannula.

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

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

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

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

1. What steps are performed in the primary assessment?

2. What signs and symptoms would present with given injury?
3. What interventions are required for patient stabilization?

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

E. Attach National Registry Skill Sheets:

Course Required 24 Hour in field patient contacts:

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

## Methods of Evaluation

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

## Course Materials

### Textbooks:

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

### Other:

1. EMT 1 Skills Proficiency Book
- 

Generated on: 6/19/2018 12:28:58 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ESL 40A  
**Full Course Title:** Low-Advanced Grammar  
**Short Title:** Low Advanc Grammar  
**TOP Code:** 4930.87 - English as a Second Language - Integrated  
**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Lecture hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- ESL (Masters Required)
- 

### Course Description

Low-advanced grammar for ESL students. This course introduces students to a theme-based grammar and teaches them to read, write and speak English with grammatical accuracy and fluency in real-life contexts. Includes a functional study of the 12 tenses. Concurrent enrollment in ESL 116A/B, 516A/B, or ENG 105/51/56/1A is highly recommended.

---

### Conditions of Enrollment

Satisfactory completion of: ESL 263 or ESL 563 Or by placement exam

---

### Content

#### Course Lecture Content

1. Tenses
  - a. Simple Present
  - b. Present Progressive
  - c. Simple Past
  - d. Past Progressive
  - e. Present Perfect
  - f. Present Perfect Progressive
  - g. Past Perfect

- h. Past Perfect Progressive
  - i. Simple Future
  - j. Future Progressive
  - k. Future Perfect
  - l. Future Perfect Progressive
2. Subject-Verb Agreement
  3. Nominal Forms and Constituents
    - a. Nouns
    - b. Articles
  4. Sentence Mechanics
    - a. Capitalization
    - b. Punctuation
- 

## Objectives

1. Write and use appropriate tenses in individual sentences and paragraphs.
  2. Demonstrate command of target structures through a variety of objective tests.
  3. Identify the functional differences between perfect and non-perfect tenses.
  4. Identify the functional differences between continuous and non-continuous tenses.
  5. Form Wh- and Yes/No questions with any of the above tenses in appropriate contexts.
  6. Write paragraphs containing compound and complex sentences in all of the above-mentioned tenses and structures.
  7. Correct short essays containing errors in the above-mentioned structures.
  8. Use sentence mechanics appropriately in writing.
  9. Identify the differences between count and non-count nouns in sentences.
  10. Use noun phrases including quantifiers correctly in sentences.
  11. Use articles, quantifiers, and other determiners with appropriate nouns in context.
  12. Apply acquired knowledge of English grammar, vocabulary, and semantic structures in writing. **\*\*Requires Critical Thinking\*\***
  13. Identify sentence components and structures. **\*\*Requires Critical Thinking\*\***
  14. Identify parts of speech. **\*\*Requires Critical Thinking\*\***
  15. Distinguish functional differences among sentence components and structures. **\*\*Requires Critical Thinking\*\***
  16. Infer grammatical rules and reasons behind those rules through discussions and comparisons with other languages. **\*\*Requires Critical Thinking\*\***
  17. Distinguish and use all varieties of subject-verb agreements. **\*\*Requires Critical Thinking\*\***
-

## Student Learning Outcomes

1. Communication: Students will be able to use acquired knowledge of vocabulary and grammar effectively.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
- 

## Methods of Instruction

- **Lecture/Discussion**  
After the presentation of every new grammatical structure, students will do written and listening/speaking exercises. They will also participate in analytical discussions of homework and in-class assignments.
  - **Other**  
Individual and group activities
- 

## Assignments

### Writing Assignments

#### SAMPLE ASSIGNMENTS:

#### Chapter 3, Future Time

1. In the following exercise, check the sentences that are predictions about the future.
2. Work in small groups. Make predictions by completing each sentence with words in the box. Give your own opinion, and take turns sharing each of your answers. Then write five predictions about life in the year 2050.
3. Read these sentences and answer the questions that follow.
4. Work with a partner. Read each conversation aloud. Discuss the *italicized* verbs. Are the speakers expressing predictions, plans, or ....?
5. Work with a partner. Imagine you are planning to leave for a wedding in a few minutes. Choose one picture and complete the conversation and perform it for the class.
6. Complete these sentences with your own words. All the sentences talk about future time. What do you notice about the verbs in blue?
7. Make questions using the given words.
8. Read this paragraph and correct the 12 errors in verb forms.
9. Decide if each sentence has a present or future meaning.
10. Decide the meaning of each italicized verb: **in the future, now, or habitually.**

11. Read this passage. Underline the present verbs and discuss their usage.
12. Read the email message from a parent to a high school teacher. Underline the future progressive verbs. How does the use of future progressive affect the tone of the message?
13. Decide which action in each sentence began first.
14. Complete these sentences. Use any appropriate tense of the verbs and parentheses.
15. Look at each pair of sentences. The preferred or correct sentence is checked in each one. Can you explain why the other sentence is not checked?
16. Correct the errors in verb tense usage.
17. Read the three email messages. Discuss the appropriateness of each.
18. Write two emails to a teacher. In the first, explain why you will be absent for three days. In the second, explain why you will miss an upcoming test. Share and discuss with one or two classmates.
19. Correct the errors in the following paragraph. [This exercise will be prepared by the teacher.]

### **WORKBOOK, Chapter three:**

1. Complete these sentences with the correct form of ***be going to*** and the verbs in parentheses.
2. Complete these sentences in two ways. Write sentence “a.” with ***will*** and sentence “b.” with ***be going to***. Use the correct verb in the box.
3. Check (✓) the box that describes each sentence (in terms of the future functions).
4. Choose “a.” if the meaning describes a future plan. Choose “b.” if the meaning describes a decision of the moment.
5. Choose the correct response(s) to the questions or statements. More than one response may be correct.
6. Complete the sentences with ***will*** or ***be going to***. Include any words in parentheses.
7. Complete each sentence with the correct clause from column A or column B.
8. Complete the sentences with the following: the simple present, the future with ***will***, or the future with a form of ***be going to***. In some sentences, both ***will*** and ***be going to*** may be possible.
9. Change the verbs in *italics* to a form of the present progressive for a planned event or definite intention. If no change is possible, write “NC.”
10. Complete these sentences with the future progressive or the simple present form of the verbs in parentheses.
11. Complete the sentences with the future perfect or the future perfect progressive form of the verbs in the box. Include any words in parentheses. Use each verb only once.
12. These sentences describe typical events in a day in the life of a woman named Kathy. The

sentences are in the past, but all of these things will happen in Kathy's life tomorrow. Change all the sentences to the future.

13. Correct the following sentences.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Azar, Betty S., and Stacy A. Hagan. *Understanding and Using English Grammar*, 5th ed. Pearson Longman Publishers, 2016, ISBN: 978-0-13-426882-8  
**Equivalent text is acceptable**
2. Azar, Betty S., et al.. *Understanding and Using English Grammar, Workbook*, 5th ed. Pearson Longman, 2016, ISBN: 978-0-13-427544-4  
**Equivalent text is acceptable**

### Other:

1. Other textbooks contingent upon ESL faculty review and approval.
  2. Supplemental material developed by instructor and/or workbooks such as Grammar Links, Workbook 3.
- 

Generated on: 6/18/2018 12:57:32 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ESL 40B  
**Full Course Title:** Advanced Grammar  
**Short Title:** Advanced Grammar  
**TOP Code:** 4930.87 - English as a Second Language - Integrated  
**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Lecture hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- ESL (Masters Required)
- 

### Course Description

Advanced grammar for ESL students. This course introduces students to a theme-based grammar and teaches them to read, write, and speak English with grammatical accuracy and fluency in real-life contexts. Includes a functional study of both nominal and adjectival phrases and clauses, articles, modals, and passive constructions. Concurrent enrollment in ESL 116A/B, ESL 516A/B, or ENG 105/51/56/1A is highly recommended.

---

### Conditions of Enrollment

Satisfactory completion of: ESL 40A or ESL 540A Or by placement exam

---

### Content

#### Course Lecture Content

1. Pronouns
2. Modals
  - a. Present and Future Functions
  - b. Past Functions
  - c. Phrasal Modals
3. The Passive Voice
  - a. Real Passives
  - b. Pseudo-Passives

- c. Get-Passives
- 4. Clauses
  - a. Noun Clauses
    - i. Quoted Speech
    - ii. Reported Speech
  - b. Adjective Clauses
    - i. Restrictive
    - ii. Nonrestrictive
- 5. Sentence Mechanics
  - a. Capitalization
  - b. Punctuation

---

## Objectives

1. Distinguish between different types of phrases in context.
2. Use passive voice in sentences and paragraphs appropriately.
3. Understand and use adjective clauses in sentences and paragraphs.
4. Demonstrate understanding of various types of pronouns in context.
5. Write sentences containing various types of phrases and clauses.
6. Demonstrate command of modals in context.
7. Identify and use various pronouns and pronominal functions in sentences.
8. Write sentences and paragraphs that contain quoted and direct speech constituents.
9. Write paragraphs containing compound and complex sentences with the above-mentioned structures.
10. Correct short essays containing errors in the above-mentioned structures.
11. Use articles, quantifiers, and other determiners with appropriate nouns in context.
12. Use a variety of noun clauses in sentences and paragraphs.
13. Use sentence mechanics appropriately in writing.
14. Apply acquired knowledge of English grammar, vocabulary, and semantic structures in writing. **\*\*Requires Critical Thinking\*\***
15. Identify sentence components and structures. **\*\*Requires Critical Thinking\*\***
16. Identify parts of speech. **\*\*Requires Critical Thinking\*\***
17. Distinguish functional differences among sentence components and structures. **\*\*Requires Critical Thinking\*\***
18. Infer grammatical rules and reasons behind those rules through discussions and comparisons with other languages. **\*\*Requires Critical Thinking\*\***

19. Correct paragraphs and essays containing errors in subject-verb agreement, nominalizations, verb sequences, restrictive and nonrestrictive relative clauses. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Communication: Students will be able to use acquired knowledge of vocabulary and grammar effectively.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Individual and group activities
- 

## Assignments

### Writing Assignments

### SAMPLE ASSIGNMENTS:

#### Chapter 11, The Passive Voice

1. Decide if these sentences are active or passive.
2. Complete the passive sentences with the correct verb form of the words in the box.
3. Complete the sentences. Change the verbs in italics from active to passive.
4. Work in small groups or with a partner. Answer the questions with a passive verb.
5. Work with a partner. Check (✓) all the correct sentences in each group. Explain why the incorrect sentences are wrong.
6. Read these sentences and discuss why passive was chosen instead of active.
7. Read the passage. Underline the passive verbs. Discuss why the writer chose to use passive rather than the active.
8. Make complete sentences with the given words. Use the simple past. Some are active and some are passive.
9. Choose the sentences that have the same meaning as the given sentence.

10. Change each news headline into a complete sentence. Work in pairs, in small groups, or as a class.
11. Work with a partner. Change the sentences to passive if possible, orally or in writing. Use the *by*-phrase only if necessary.
12. Listen to the report about mirrors with your book closed. Then open your book and listen again. Complete the sentences with the verbs you hear.
13. Complete the sentences with the active or passive form of the verbs in parentheses. Use any appropriate tense.
14. Complete the sentences with the words in parentheses. Use the appropriate form, active or passive.
15. Make complete sentences with the given words.
16. Work with a partner. Complete each conversation with at least one passive model.
17. Complete the sentences with the non-progressive passive of the verbs in parentheses. Use simple present or simple past.
18. Read the blog entry and determine which past participles are functioning as stative passives.
19. Complete each sentence with the non-progressive passive form of the verb and an appropriate preposition.
20. Choose an object and write a short paragraph about it. Do not include the name of the object in your writing; always use a pronoun to refer to it, not the noun itself. Use as many passive sentences as possible. Then read it to the class. Your classmates will try to guess what the object is.
21. Complete the sentences with any appropriate tense of **get** and the words in the box.
22. Complete the sentences with the present or past participle of the verbs in parentheses.
23. Correct the errors in these sentences.
24. Write about a process that you know about. Maybe it's something like a kite, a bookcase, a sweater, or a necklace. Try to use passive verbs where appropriate. Describe what happens first, second, third, etc.
25. Correct the errors in the following paragraph.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Azar, Betty S., and Stacy A. Hagan. *Understanding and Using English Grammar*, 5th ed. Pearson Longman, 2016, ISBN: 978-0-13-426882-8  
**Equivalent text is acceptable**
2. Azar, Betty S., et al. . *Understanding and Using English Grammar, Workbook*, 5th ed. Pearson Longman, 2016, ISBN: 978-0-13-427544-4  
**Equivalent text is acceptable**

### Other:

1. Supplemental materials developed by instructor
2. Other textbooks contingent upon ESL faculty review and approval.

---

Generated on: 6/18/2018 12:59:25 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ESL 40C

**Full Course Title:** High-Advanced Grammar

**Short Title:** High Adv Grammar

**TOP Code:** 4930.87 - English as a Second Language - Integrated

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Lecture hours:** 54.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- ESL (Masters Required)
- 

### Course Description

High-advanced grammar for ESL students. This course introduces students to a theme-based grammar and teaches them to read, write, and speak English with grammatical accuracy and fluency in real-life contexts. Includes gerunds, infinitives, conjunctions, conditionals, and adverb clauses. Concurrent enrollment in ESL 116A/B, ESL 516A/B, or ENG 105/51/56/1A is highly recommended.

---

### Conditions of Enrollment

Satisfactory completion of: ESL 40B or ESL 540B Or by placement exam

---

### Content

#### Course Lecture Content

1. Verb Phrases
  - a. Gerunds
  - b. Infinitives
  - c. Functional Differences
2. Conjunctions
  - a. Coordinators
  - b. Paired Phrases
  - c. Subordinators

- d. Connectives
  - 3. Clauses
    - a. Adverb Clauses
    - b. Reduction of Adverb Clauses
  - 4. Conditional Sentences and Wishes
    - a. Factual Conditionals
    - b. Counterfactual Conditionals
    - c. Mixed Conditionals
  - 5. Sentence Mechanics
    - a. Capitalization
    - b. Punctuation
- 

## Objectives

1. Understand and use a variety of conjunctions in sentences and paragraphs.
2. Demonstrate understanding of adverb clauses and reduction of adverb clauses in context. **\*\*Requires Critical Thinking\*\***
3. Write the original adverb clauses by changing the given modifying adverbial phrases. **\*\*Requires Critical Thinking\*\***
4. Use various types of conditional sentences in paragraphs. **\*\*Requires Critical Thinking\*\***
5. Distinguish between factual and counter-factual conditionals. **\*\*Requires Critical Thinking\*\***
6. Recognize and use various phrases, such as noun phrases, adjective phrases, and adverb phrases, and clauses, such as adjective and adverb clauses in paragraphs.
7. Demonstrate understanding of various connectives and conjunctions in sentences.
8. Use and write compound and complex sentences in context.
9. Apply the common rules of punctuation and capitalization.
10. Analyze and write paragraphs containing compound and complex sentences with the above-mentioned structures. **\*\*Requires Critical Thinking\*\***
11. Correct short essays containing errors in the above-mentioned structures. **\*\*Requires Critical Thinking\*\***
12. Apply grammatical knowledge on phrasal and clausal levels. **\*\*Requires Critical Thinking\*\***
13. Identify sentence components and structures. **\*\*Requires Critical Thinking\*\***
14. Identify parts of speech. **\*\*Requires Critical Thinking\*\***
15. Distinguish functional differences among sentence components and structures. **\*\*Requires Critical Thinking\*\***
16. Infer grammatical rules and reasons behind those rules through discussions and comparisons with other languages. **\*\*Requires Critical Thinking\*\***
17. Correct paragraphs and essays containing errors in passive-active structures, conditional sentences, noun clauses, and adverb clauses. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Communication: Students will be able to use acquired knowledge of vocabulary and grammar effectively.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Individual and group activities.
- 

## Assignments

### Writing Assignments

### SAMPLE ASSIGNMENTS:

#### Chapter 20, Conditional Sentences

1. Decide if each sentence expresses a habitual or future meaning.
2. Choose the correct verb for the result clauses. In some cases, both answers are correct.
3. Read the three superstitions. Do you agree? Then answer the questions with **if** to express other common superstitions. Work in pairs, or as a class.
4. Choose the correct completion in these sentences.
5. Decide if each sentence expresses a real or an unreal idea.
6. Choose the correct completions by looking at the pictures. Then make sentences with the given words.
7. Complete the sentences with the verbs in parentheses.
8. Interview your classmates. Share some of the most interesting answers with the class.
9. Write the correct form of the verb in parentheses. Then complete the sentence with a phrase from the right.
10. Complete these sentences with past conditionals.

11. Work with a partner. Take turns making statements with *If I had known*.
  12. Read these conditional sentences and answer the questions.
  13. Underline the clause that expresses a condition. Determine the type of the conditional, and decide if the sentence refers to present/future or past time.
  14. Listen to the statements and answer the questions.
  15. In this exercise, you make conditional sentences based on the first sentence in each case.
  16. Change these statements to conditional sentences.
  17. Choose the correct time frames for each sentence.
  18. Read the passage. Then choose the correct completions in the sentences that follow.
  19. Make sentences with the same meaning by omitting *if*.
  20. Work with a partner. Choose all the sentences that best express the meaning of the given sentence.
  21. Read this paragraph. Check (✓) the sentences that are true.
  22. Identify the implied conditions by making sentences using *if*-clauses.
  23. Explain what you would do in these circumstances. Work in pairs or small groups.
  - 24.
  25. Complete these sentences using the verb *wish*. You may need to add *not* to some sentences.
  26. Read this paragraph and identify the time frame of the ideas in the phrases (now or past). Decide if they express real or unreal conditions.
  27. Complete these sentences by making future wishes.
  28. Find and correct the errors in this paragraph.
  29. Read this passage. Which words are used to introduce hypothetical situations? Explain the grammatical aspects of these sentences.
  30. Writing: Look at the following topics. Brainstorm ideas with your classmates. Then choose one and write about it. Use conditionals in your paragraph.
- 

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Azar, Betty S., and Stacy A. Hagan. *Understanding and Using English Grammar*, 5th ed. Pearson Longman, 2016, ISBN: 978-0-13-426882-8  
**Equivalent text is acceptable**
2. Azar, Betty S., et al. . *Understanding and Using English Grammar, Workbook*, 5th ed. Pearson Longman, 2016, ISBN: 978-0-13-427544-4  
**Equivalent text is acceptable**

### Other:

1. Other textbooks contingent upon ESL faculty review and approval.
  2. Supplemental material developed by instructor.
- 

Generated on: 6/18/2018 1:01:10 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ESL 116A

**Full Course Title:** Academic Reading and Writing for ESL 1

**Short Title:** Acad Read & Write 1

**TOP Code:** 1501.00 - English Language and Literature, General

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Not Degree Applicable

**Units:** 4.0

**Lecture hours:** 72.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- ESL (Masters Required)
- 

### Course Description

This course emphasizes the development of basic reading and writing skills including active reading and writing processes, vocabulary development, grammar and mechanics, simple and compound sentences, paragraph development, summary-response compositions, and small group and whole class work to strengthen basic reading and writing skills. Concurrent enrollment in 40A, 40B, and/or 40C recommended.

---

### Conditions of Enrollment

Satisfactory completion of: ESL 268 or ESL 568 or ESL 265 or ESL 565 Or by placement exam

---

### Content

#### Course Lecture Content

1. Parts of speech
2. Sentence structure
  - a. Grammatical functions
  - b. Phrases
  - c. Agreement
  - d. Tense
3. Writing
  - a. Sentence boundaries

- b. Writing process
  - c. Paragraphs
  - d. Summaries
  - e. Reading responses
  - f. Short compositions
4. Mechanics
- a. Punctuation
  - b. Capitalization
5. Basic reading skills training based on metacognitive reading strategies
- a. Vocabulary development
  - b. Context clues
  - c. Syntax clues
  - d. Reading short passages for main idea
  - e. Making simple inferences
- 

## Objectives

1. Demonstrate knowledge of and recognize independent and dependent clauses and sentence boundaries, including run-ons, comma splices, and fragments. **\*\*Requires Critical Thinking\*\***
  2. Identify subjects, verbs, objects, and prepositional phrases and demonstrate a clear understanding of subject-verb and pronoun-antecedent agreements. **\*\*Requires Critical Thinking\*\***
  3. Correctly use adjectival and adverbial phrases and pronouns in sentences.
  4. Consistently write correct sentences using the past, present, and future tenses.
  5. Write effective paragraphs with topic sentences, supportive details and examples and develop these into short compositions and/or responsive writings. **\*\*Requires Critical Thinking\*\***
  6. Analyze short reading passages and models for writing. **\*\*Requires Critical Thinking\*\***
  7. Understand and apply the writing process steps to produce varied types of writing such as paragraphs, summaries, reading responses, and short compositions.
  8. Gain and apply strategies for understanding new words, such as: considering context clues, defining word parts, using dictionaries, and determining survival words. **\*\*Requires Critical Thinking\*\***
  9. Read and comprehend short passages and demonstrate comprehension on criterion-referenced tests.
  10. Identify expressed main ideas in paragraphs and correctly answer and write questions eliciting them. **\*\*Requires Critical Thinking\*\***
  11. Infer main ideas from paragraphs and passages with implied main ideas and answer questions accordingly. **\*\*Requires Critical Thinking\*\***
  12. Paraphrase and/or "chunk" main ideas of paragraphs. **\*\*Requires Critical Thinking\*\***
  13. Recognize major and minor supporting details in paragraphs.
  14. Correctly use sentence mechanics such as punctuation, capitalization, and spelling.
-

## Student Learning Outcomes

1. Students will demonstrate reading and writing skills by reading and correctly interpreting a short written text that will be used to write a unified and coherent short summary of and response to a topic generated from the final-exam reading, using mostly correct sentences
- 

## Methods of Instruction

- **Lecture/Discussion**  
Lecture on course-related objectives, including idea generation, reading/writing and proofreading strategies, grammar.
  - **Other**  
Group/Pair Work, Grammar Reviews from student writing.
- 

## Assignments

### Writing Assignments

See Supporting Documents for Word Version

### Becoming an Active Learner

**Focus Question:** How does the human brain learn? How can you use this knowledge to develop a highly effective system for learning?

## Brain Basics

The brain you have today is not the one you were born with. From the moment you took your first breath, your brain began shaping itself especially for your particular environment. As a human being, your brain possess more uncommitted cortex<sup>[1]</sup> than any other species on earth. That gives you an extraordinary capacity for learning. In the presence of an enriched environment your brain continuously grows new and fast connections.



As the picture above shows, at birth, there are few connections between neurons. By the time a child is 3 years old, the brain has formed about 1,000 trillion connections — about twice as many as adults have. A baby's brain is super dense and will stay that way throughout the first decade of life. Beginning at about age 11, a child's brain gets rid of extra connections in a process calling "pruning," gradually making order out of a thick tangle of "wires."

The remaining "wiring" is more powerful and efficient. The increase in synaptic density in a child's brain can be seen above. The interactions that parents assist with in a child's environment are what spur the growth and patterns of these connections in the brain.

As the synapses in a child's brain are strengthened through **repeated** experiences, connections and pathways are formed that structure the way a child learns. If a pathway is not used, it's eliminated based on the "use it or lose it" principle. Things done a single time, either good or bad, are somewhat less likely to have an effect on brain development.

<http://img.tfd.com/dorland/thumbs/synapse.jpg>

When a connection is used repeatedly in the early years, it becomes permanent. For example, when adults repeat words and phrases as they talk to babies, babies learn to understand speech and strengthen the language connections in the brain. This same process can be applied to stimulate brain development and prepare children with the early literacy skills needed to be ready to read.

Diagram of three synapses. Nerve impulse is indicated by arrows, showing that the direction of passage is from the terminal arborization (*TA*) or nerve endings of the axon of one neuron to the dendrites (*D*) of another neuron.

**The key to getting smarter is making new synaptic connections**

## How the Human Brain Learns [2]

The human brain weighs about three pounds and is composed of trillions of cells. About 100 billion of them are neurons, and here's where much of our learning takes place. When a potential learning experience occurs (such as reading this sentence), some neurons send out spike of electrical activity. This activity causes nearby neurons to do the same. When neurons fire together, they form what is called a "neural network." I like to picture a bunch of neurons joining hands in my brain, jumping up and down, and having a learning party. If this party happens only once, learning is weak (as when you see your instructor solve a math problem one day and can't recall how to do it the next). However, if you cause the same collection of neurons to fire repeatedly (as when you solve 10 similar math problems yourself), the result is likely a long-term memory. According to David Sousa, author of *How the Brain Learns*, "Eventually, repeated firing of the pattern binds the neurons together so that if one fires, they all fire, ultimately forming a new memory trace."

In other words, if you want learning to stick, you need to create strong neural networks. In this way, learning literally changes the structure of your brain. Through autopsies, neuroscientist Robert Jacobs and his colleagues determined that graduate students actually had 40 percent more neural connections than those of high school dropouts. Jacob's research joins many other brain studies to reveal an important fact: ***To excel as a learner, you need to create as many neural connections in your brain as possible.***

## Three Principles of Deep and Lasting Learning

With this brief introduction to what goes on in our brains, let's explore how highly effective learners maximize their learning. Whether they know it or not, they have figured out how to create many strong neural connections in their brains. And you can too.

How? The short answer is: **Become an active learner.** Learning isn't a spectator sport. You don't create deep and lasting learning by passively listening to a lecture, casually skimming a textbook, or having a tutor solve math problems for you. In order to create strong neural networks, you've got to participate actively in the learning process.

Now, here's the longer answer. Good learners, consciously or unconsciously implement three principles for creating deep and lasting learning:

### 1. Prior Learning

Brain research reveals that when you connect what you are learning now to previously stored information (i.e., already-formed neural networks), you learn the new information or skill faster and more deeply. For example, the first word-processing program I learned was Word Perfect. It took me a long time to learn because I had no prior knowledge about word processing; thus, my brain contained few, if any, neural networks relevant to what I was learning. First, I needed to learn what word processing can do (such as delete whole paragraphs) and then I needed to learn how to perform that function with Word Perfect. Later, when I was learning another word-processing program, MicroSoft Word, I already knew what word processing can do, so I was able to learn this new program in a fraction of the time (much quicker). Put another way, I already had neural networks in my brain related to word processing, and learning Microsoft Word got those neurons partying.

The contribution of past learning to new learning helps explain why some learners have difficulty in college with academic skills such as math, reading, and writing. If their earlier learning was shaky, they're going to have difficulty with new learning. They don't have strong neural networks on which to attach the new learning. It's like trying to construct a house on a weak foundation. In such a situation, the best option is to go back and strengthen the foundation skills the same way you learned them before. After all, how you learned them before didn't make the information or skills stick. So this time, you'll need to employ different, more effective learning strategies, ones that will create the needed neural networks.

### 2. Quality of Processing.

How you exercise affects your physical strength. Likewise, how you study affects the strength of your neural networks and therefore the quality of your learning. Some information (such as math formulas or anatomy terms) must be recalled exactly as presented. For such learning tasks, effective memorization strategies are the types of processing that work best. However, much of what you'll

be asked to learn in college is too complex for mere memorization (though many struggling students try). For mastering complex information and skills, you'll want to use what learning experts call **deep processing**. These are the very strategies that successful learners use to maximize their learning and make it stick. (See Strategies to Improve Reading that follows.)

Don't use just one deep-processing strategy, however. Successful athletes know the value of cross training, so they use a variety of training strategies. Similarly, successful learners know the value of employing *varied* deep-processing strategies. That's because the more ways you deep process new learning, the stronger your neural networks become.

When you actively study any information or skill using *numerous and varied deep-processing strategies*, you create and strengthen related neural networks and your learning soars.

### 3. Quantity of Processing:

The quality of your learning is significantly affected by how often and how long you engage in varied deep processing. This factor is often called "time on task," and the most effective approach is *distributed practice*. The human brain learns best when learning efforts are distributed over time. No successful athlete waits until the night before a competition to begin training. Why, then, do struggling students think they can start studying the night before a test? An all-night cram session may make a deposit in their short-term memories, perhaps even allowing them to pass a test the next day. However, even students who got good grades have experienced the ineffectiveness of cramming when they encounter "summer amnesia" – the inability to remember in fall-term classes what they learned during the previous school year. That's the result of not creating strong neural networks that make learning last. To create strong neural networks, you need to process the target information or skill with numerous and varied deep-processing strategies and do it *frequently*.

In addition to how frequently you use deep-processing strategies, also important is the *amount of time* you spend learning. Obviously, deep processing for 60 minutes generates more learning than deep processing for 5 minutes. So, highly effective learners put in **sufficient time on task**. The traditional guideline for a week's studying is two hours for each hour of class time. Thus, if you have 15 hours of classes per week, the estimate for your "sufficient time on task" is about 30 hours per week. Many struggling students neither study very often nor very long. However, some fool themselves by putting in "sufficient time," but spend little of it engaged in effective learning activities. They skim complex information in their textbooks. They attempt to memorize information they don't understand. Their mind wander to a conversation they had at lunch. They rummage through their book bags and dresser drawers and closets looking for the class notes. They play a video game or two. They phone a classmate. They send a couple of text messages, and the next thing they know, it's time to go to bed. When they fail the test the next day, they complain, "But I studied *so long!*".

Some students have a chemical imbalance that prevents them from focusing for long periods of time and their learning suffers. If you think this may be true for you, make an appointment with your college's disability counselor to get help. But ***the reason most students struggle with learning is fully within their control.*** You don't need a genius IQ to be a good learner and do well in college. What you do need is a learning system that employs what we now know about how the human brain learns. Billions of neurons between your ears are ready to party. Let the festival of learning begin.

## THE CORE LEARNING SYSTEM (CORE)

Four general strategies are common to good learners. To remember these strategies, simply think of the word CORE (See Figure 1.2). CORE stands for **Collect, Organize, Rehearse, and Evaluate**. The CORE learning system is effective because it automatically guides you to implement all three of the active learning principles discussed earlier. Thus, by applying what we know about how the human brain learns, the CORE learning system helps you create deep and lasting learning. Here's how it works.

**Collect:** In every waking moment, we're constantly collecting perceptions through our five senses. Without conscious effort, the brain takes in a multitude of sights, sounds, smells, tastes, and physical sensations. Most perceptions disappear within moment. Some, such as our first language, stick for a lifetime. Thus, much of what we learn in life we do without intention. In college, however, learning needs to be more conscious. That's because instructors expect you to learn specific information and skills. Then, of course, they want you to demonstrate that knowledge on quizzes, tests, exams, term papers, and other forms of evaluation. In college, two of the most important ways you'll collect information and skills are through reading textbooks and attending classes.

**Organize:** Once we collect information, we need to make sense of it. When learning in everyday life, we tend to organize collected information in unconscious ways. We don't even realize that we're doing it. However, in a college course, you need to organize information systematically so it makes sense to you. In fact, making meaning from collected information is one of the most important outcomes of studying.

**Rehearse:** Once we collect and organize our target knowledge, we need to remember it for future use. Rehearsing (also called "practicing") strengthens neural networks and makes learning stick. When you solve 10 challenging math problems, you're rehearsing. Over time, the process of solving becomes easier and more natural.

**Evaluate:** Life is great at giving us informal feedback about the quality of our learning. Maybe you tell a joke and forget the punch line. You know immediately you have more learning to do. Higher education, however, provides us with more formal feedback. In college, that's those pesky tests, term papers, quizzes, lab reports, essays, classroom questions, and final exams. Evaluations, both informal and formal, are an essential component of all learning is accurate or complete.

Learning doesn't occur in a tidy, step-by-step fashion. At any moment while learning, you may need to jump to a different component in the CORE system. For example, while **Rehearsing**, you might realize that some information doesn't make sense to you, so you **Organize** it in a different way. At times you may engage two or more components simultaneously. For instance, when **Rehearsing** study materials, you're probably **Evaluating** your mastery of that knowledge at the same time. Thus, you can expect to use the four components of the CORE Learning System in any order and in any combination.

Although the CORE system is an effective blueprint for creating deep and lasting learning, not all learners prefer to **Collect, Organize, Rehearse, and Evaluate** in the same way. Your task is to experiment with and find the ones that work best for you. What you'll ultimately construct is a personalized learning system, one you can use for the rest of your life. In this way, you can be confident of your ability to learn anything you need to know on the path to achieving your goals and dreams in college and beyond.

			Text Box: Organize

### Journal Entry: Writing Assignment

In this activity, you'll explore how you learned something (anything) using the approach of an active learner. Then you'll plan how you could use this same approach to improve your learning outcomes and experiences in college.

1. Identify one thing you have learned simply because you enjoyed learning it. It can be something you learned in school or anywhere else. Think of the following questions to help your memory. What are you good at (e.g., solving math problems, playing video games, drawing). What skills have you mastered (e.g., cooking, fixing a car, English). What are your hobbies? (vegetable gardens, reading, sports). What have you spent a lot of time doing? (e.g., traveling, exercising). To complete this step, simply write the completion of this sentence in your journal: "One thing I enjoyed learning is \_\_\_\_\_."

2. With a focus on the information or skill identified in Step 1, write answers to each of the following questions. Use a separate sentence or paragraph for each answer.

- A. How did you gather the information or skills you needed to learn this? (Collect)
- B. What did you do to learn the information or skills needed to learn this? (Organize).
- C. What else did you engage in learning this? (Rehearse-Variety).
- D. How often did you engage in learning this? (Rehearse-Frequency)
- E. When you engaged in learning this, how long did you usually spend? (Rehearse-Duration)
- F. What feedback did you use to determine how well you had learned this? (Evaluate)
- G. How did you feel when you engage in learning this? (Motivating Experiences)
- H. What were the rewards for learning this? (Motivating Experiences)

3. Write about the key points you have learned or relearned about learning and how you will use this knowledge to maximize your learning in college. For example, your journal entry might begin, "By reading and writing about learning, I have learned/relearned that...I will use this knowledge to maximize my learning in college by..." Be specific.

[1] <http://serendip.brynmawr.edu/bb/kinser/Structure1.html> The cerebrum or cortex is the largest part of the human brain, associated with higher brain function such as thought and action. See link for further information.

[2] The following segment has been taken from Skip Downing's *On Course – Strategies for Creating Success in College and in Life, Study Skills Plus* (2014), 2<sup>nd</sup> edition, pages 21-27.

## Other Assignments

### Becoming an Active Learner

**Focus Question:** How does the human brain learn? How can you use this knowledge to develop a highly effective system for learning?

### Brain Basics

The brain you have today is not the one you were born with. From the moment you took your first breath, your brain began shaping itself especially for your particular environment. As a human being, your brain possess more uncommitted cortex[1] than any other species on earth. That gives you an extraordinary capacity for learning. In the presence of an enriched environment your brain continuously grows new and fast connections.

As the picture above shows, at birth, there are few connections between neurons. By the time a child is 3 years old, the brain has formed about 1,000 trillion connections — about twice as many as adults have. A baby's brain is super dense and will stay that way throughout the first decade of life. Beginning at about age 11, a child's brain gets rid of extra connections in a process calling "pruning," gradually making order out of a thick tangle of "wires."

The remaining "wiring" is more powerful and efficient. The increase in synaptic density in a child's brain can be seen above. The interactions that parents assist with in a child's environment are what spur the growth and patterns of these connections in the brain.

As the synapses in a child's brain are strengthened through **repeated** experiences, connections and pathways are formed that structure the way a child learns. If a pathway is not used, it's eliminated based on the "use it or lose it" principle. Things done a single time, either good or bad, are somewhat less likely to have an effect on brain development.

When a connection is used repeatedly in the early years, it becomes permanent. For example, when adults repeat words and phrases as they talk to babies, babies learn to understand speech and strengthen the language connections in the brain. This same process can be applied to stimulate brain development and prepare children with the early literacy skills needed to be ready to read.

Diagram of three synapses. Nerve impulse is indicated by arrows, showing that the direction of passage is from the terminal arborization (*TA*) or nerve endings of the axon of one neuron to the dendrites (*D*) of another neuron.

## The key to getting smarter is making new synaptic connections

### How the Human Brain Learns<sup>[2]</sup>

The human brain weighs about three pounds and is composed of trillions of cells. About 100 billion of them are neurons, and here's where much of our learning takes place. When a potential learning experience occurs (such as reading this sentence), some neurons send out spike of electrical activity. This activity causes nearby neurons to do the same. When neurons fire together, they form what is called a "neural network." I like to picture a bunch of neurons joining hands in my brain, jumping up and down, and having a learning party. If this party happens only once, learning is weak (as when you see your instructor solve a math problem one day and can't recall how to do it the next). However, if you cause the same collection of neurons to fire repeatedly (as when you solve 10 similar math problems yourself), the result is likely a long-term memory. According to David Sousa, author of *How the Brain Learns*, "Eventually, repeated firing of the pattern binds the neurons together so that if one fires, they all fire, ultimately forming a new memory trace."

In other words, if you want learning to stick, you need to create strong neural networks. In this way, learning literally changes the structure of your brain. Through autopsies, neuroscientist Robert Jacobs and his colleagues determined that graduate students actually had 40 percent more neural connections than those of high school dropouts. Jacob's research joins many other brain studies to reveal an important fact: ***To excel as a learner, you need to create as many neural connections in your brain as possible.***

### Three Principles of Deep and Lasting Learning

With this brief introduction to what goes on in our brains, let's explore how highly effective learners maximize their learning. Whether they know it or not, they have figured out how to create many strong neural connections in their brains. And you can too.

How? The short answer is: **Become an active learner.** Learning isn't a spectator sport. You don't create deep and lasting learning by passively listening to a lecture, casually skimming a textbook, or having a tutor solve math problems for you. In order to create strong neural networks, you've got to participate actively in the learning

process.

Now, here's the longer answer. Good learners, consciously or unconsciously implement three principles for creating deep and lasting learning:

### 1. Prior Learning

Brain research reveals that when you connect what you are learning now to previously stored information (i.e., already-formed neural networks), you learn the new information or skill faster and more deeply. For example, the first word-processing program I learned was Word Perfect. It took me a long time to learn because I had no prior knowledge about word processing; thus, my brain contained few, if any, neural networks relevant to what I was learning. First, I needed to learn what word processing can do (such as delete whole paragraphs) and then I needed to learn how to perform that function with Word Perfect. Later, when I was learning another word-processing program, MicroSoft Word, I already knew what word processing can do, so I was able to learn this new program in a fraction of the time (much quicker). Put another way, I already had neural networks in my brain related to word processing, and learning Microsoft Word got those neurons partying.

The contribution of past learning to new learning helps explain why some learners have difficulty in college with academic skills such as math, reading, and writing. If their earlier learning was shaky, they're going to have difficulty with new learning. They don't have strong neural networks on which to attach the new learning. It's like trying to construct a house on a weak foundation. In such a situation, the best option is to go back and strengthen the foundation skills the same way you learned them before. After all, how you learned them before didn't make the information or skills stick. So this time, you'll need to employ different, more effective learning strategies, ones that will create the needed neural networks.

### 2. Quality of Processing.

How you exercise affects your physical strength. Likewise, how you study affects the strength of your neural networks and therefore the quality of your learning. Some information (such as math formulas or anatomy terms) must be recalled exactly as presented. For such learning tasks, effective memorization strategies are the types of processing that work best. However, much of what you'll be asked to learn in college is too complex for mere memorization (though many struggling students try). For mastering complex information and skills, you'll want to use what learning experts call **deep processing**. These are the very strategies that successful learners use to maximize their learning and make it stick. (See Strategies to Improve Reading that follows.)

Don't use just one deep-processing strategy, however. Successful athletes know the value of cross training, so they use a variety of training strategies. Similarly, successful learners know the value of employing *varied* deep-processing strategies. That's because the more ways you deep process new learning, the stronger your neural networks become.

When you actively study any information or skill using *numerous and varied deep-processing strategies*, you create and strengthen related neural networks and your learning soars.

### 3. Quantity of Processing:

The quality of your learning is significantly affected by how often and how long you engage in varied deep processing. This factor is often called "time on task," and the most effective approach is *distributed practice*.

The human brain learns best when learning efforts are distributed over time. No successful athlete waits until the night before a competition to begin training. Why, then, do struggling students think they can start studying the night before a test? An all-night cram session may make a deposit in their short-term memories, perhaps even allowing them to pass a test the next day. However, even students who got good grades have experienced the ineffectiveness of cramming when they encounter “summer amnesia” – the inability to remember in fall-term classes what they learned during the previous school year. That’s the result of not creating strong neural networks that make learning last. To create strong neural networks, you need to process the target information or skill with numerous and varied deep-processing strategies and do it *frequently*.

In addition to how frequently you use deep-processing strategies, also important is the *amount of time* you spend learning. Obviously, deep processing for 60 minutes generates more learning than deep processing for 5 minutes. So, highly effective learners put in **sufficient time on task**. The traditional guideline for a week’s studying is two hours for each hour of class time. Thus, if you have 15 hours of classes per week, the estimate for your “sufficient time on task” is about 30 hours per week. Many struggling students neither study very often nor very long. However, some fool themselves by putting in “sufficient time,” but spend little of it engaged in effective learning activities. They skim complex information in their textbooks. They attempt to memorize information they don’t understand. Their mind wander to a conversation they had at lunch. They rummage through their book bags and dresser drawers and closets looking for the class notes. They play a video game or two. They phone a classmate. They send a couple of text messages, and the next thing they know, it’s time to go to bed. When they fail the test the next day, they complain, “But I studied *so long!*”

Some students have a chemical imbalance that prevents them from focusing for long periods of time and their learning suffers. If you think this may be true for you, make an appointment with your college’s disability counselor to get help. But ***the reason most students struggle with learning is fully within their control***. You don’t need a genius IQ to be a good learner and do well in college. What you do need is a learning system that employs what we now know about how the human brain learns. Billions of neurons between your ears are ready to party. Let the festival of learning begin.

## THE CORE LEARNING SYSTEM (CORE)

Four general strategies are common to good learners. To remember these strategies, simply think of the word CORE (See Figure 1.2). CORE stands for **Collect, Organize, Rehearse, and Evaluate**. The CORE learning system is effective because it automatically guides you to implement all three of the active learning principles discussed earlier. Thus, by applying what we know about how the human brain learns, the CORE learning system helps you create deep and lasting learning. Here’s how it works.

**Collect:** In every waking moment, we’re constantly collecting perceptions through our five senses. Without conscious effort, the brain takes in a multitude of sights, sounds, smells, tastes, and physical sensations. Most perceptions disappear within moment. Some, such as our first language, stick for a lifetime. Thus, much of what we learn in life we do without intention. In college, however, learning needs to be more conscious. That’s because instructors expect you to learn specific information and skills. Then, of course, they want you to demonstrate that knowledge on quizzes, tests, exams, term papers, and other forms of evaluation. In college, two of the most important ways you’ll collect information and skills are through reading textbooks and attending classes.

**Organize:** Once we collect information, we need to make sense of it. When learning in everyday life, we tend to organize collected information in unconscious ways. We don’t even realize that we’re doing it. However, in a college course, you need to organize information systematically so it makes sense to you. In fact, making

meaning from collected information is one of the most important outcomes of studying.

**Rehearse:** Once we collect and organize our target knowledge, we need to remember it for future use. Rehearsing (also called “practicing”) strengthens neural networks and makes learning stick. When you solve 10 challenging math problems, you’re rehearsing. Over time, the process of solving becomes easier and more natural.

**Evaluate:** Life is great at giving us informal feedback about the quality of our learning. Maybe you tell a joke and forget the punch line. You know immediately you have more learning to do. Higher education, however, provides us with more formal feedback. In college, that’s those pesky tests, term papers, quizzes, lab reports, essays, classroom questions, and final exams. Evaluations, both informal and formal, are an essential component of all learning is accurate or complete.

Learning doesn’t occur in a tidy, step-by-step fashion. At any moment while learning, you may need to jump to a different component in the CORE system. For example, while **Rehearsing**, you might realize that some information doesn’t make sense to you, so you **Organize** it in a different way. At times you may engage two or more components simultaneously. For instance, when **Rehearsing** study materials, you’re probably **Evaluating** your mastery of that knowledge at the same time. Thus, you can expect to use the four components of the CORE Learning System in any order and in any combination.

Although the CORE system is an effective blueprint for creating deep and lasting learning, not all learners prefer to **Collect, Organize, Rehearse, and Evaluate** in the same way. Your task is to experiment with and find the ones that work best for you. What you’ll ultimately construct is a personalized learning system, one you can use for the rest of your life. In this way, you can be confident of your ability to learn anything you need to know on the path to achieving your goals and dreams in college and beyond.

<b>Journal Entry: Writing Assignment</b>	
--	--

In this activity, you’ll explore how you learned something (anything) using the approach of an active learner. Then you’ll plan how you could use this same approach to improve your learning outcomes and experiences in college.

1. Identify one thing you have learned simply because you enjoyed learning it. It can be something you learned in school or anywhere else. Think of the following questions to help your memory. What are you good at (e.g., solving math problems, playing video games, drawing). What skills have you mastered (e.g., cooking, fixing a car, English). What are your hobbies? (vegetable gardens, reading, sports). What have you spent a lot of time doing? (e.g., traveling, exercising). To complete this step, simply write the completion of this sentence in your journal: “One thing I enjoyed learning is \_\_\_\_\_.”

2. With a focus on the information or skill identified in Step 1, write answers to each of the following questions.

Use a separate sentence or paragraph for each answer.

- A. How did you gather the information or skills you needed to learn this? (Collect)
- B. What did you do to learn the information or skills needed to learn this? (Organize).
- C. What else did you engage in learning this? (Rehearse-Variety).
- D. How often did you engage in learning this? (Rehearse-Frequency)
- E. When you engaged in learning this, how long did you usually spend? (Rehearse-Duration)
- F. What feedback did you use to determine how well you had learned this? (Evaluate)
- G. How did you feel when you engage in learning this? (Motivating Experiences)
- H. What were the rewards for learning this? (Motivating Experiences)

3. Write about the key points you have learned or relearned about learning and how you will use this knowledge to maximize your learning in college. For example, your journal entry might begin, "By reading and writing about learning, I have learned/relearned that...I will use this knowledge to maximize my learning in college by..." Be specific.

---

[1] <http://serendip.brynmawr.edu/bb/kinser/Structure1.html> The cerebrum or cortex is the largest part of the human brain, associated with higher brain function such as thought and action. See link for further information.

[2] The following segment has been taken from Skip Downing's *On Course – Strategies for Creating Success in College and in Life, Study Skills Plus* (2014), 2<sup>nd</sup> edition, pages 21-27.

---

## Methods of Evaluation

- **Essay/Paper**
- **Homework**

- **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Research Project**
  - **Skills Demonstrations/Performance Exam**
- 

## Course Materials

### Textbooks:

1. Seal, Bernard. *Academic Encounters Human Behavior 4, Reading and Writing*, 2nd ed. Cambridge, 2012, ISBN: 978-1-107-60297-7  
**Equivalent text is acceptable**
2. Broukal, Milada. *Weaving it Together*, 4th ed. National Geographic Learning/Cengage Learning, 2016, ISBN: 978-1-305-25167-0  
**Equivalent text is acceptable**

### Manuals:

1. Hulin, Francesca. *116A Course Materials*, Fall 2017 ed. Yuba College Printshop, 2017, ISBN: N/A  
**Equivalent text is acceptable**
- 

Generated on: 6/18/2018 12:47:48 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ESL 116B

**Full Course Title:** Academic Reading and Writing for ESL 2

**Short Title:** Acad Read & Write 2

**TOP Code:** 1501.00 - English Language and Literature, General

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Not Degree Applicable

**Units:** 4.0

**Lecture hours:** 72.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- ESL (Masters Required)
- 

### Course Description

This course emphasizes the development of reading and writing skills including varied sentence types, use of phrases and clauses, grammar and mechanics, paragraphs, summary-response, short essays, the writing process, and small group and whole class work to strengthen basic reading skills, make inferences and read critically. Concurrent enrollment in 40A, 40B, and/or 40C recommended.

---

### Conditions of Enrollment

Satisfactory completion of: ESL 116A or ESL 516A Or by placement exam

---

### Content

#### Course Lecture Content

1. Academic Reading Strategies
  - a. Pre-reading
    - i. schema building
    - ii. predicting
  - b. Active Reading Strategies
    - i. questioning
    - ii. connecting
    - iii. chunking

- iv. summarizing
  - v. paraphrasing
  - vi. annotating
  - c. Post-Reading Strategies
    - i. summarizing
    - ii. paraphrasing
    - iii. synthesizing
  - 2. Academic Writing Process
    - a. Rhetorical Context: Audience, Purpose, Genre
    - b. Inventing (brainstorming)
    - c. Drafting
      - i. essay structure
      - ii. paragraph components and development
      - iii. organization of ideas
      - iv. transitions, unity, and coherence
    - d. Organizing
    - e. Revising
    - f. Peer review
    - g. Editing
    - h. Proofreading
  - 3. Summary-response Writing
  - 4. Essay Components and Development
  - 5. Sentence Structures
    - a. Tense and Aspect
    - b. Phrases and Clauses
  - 6. Mechanics
  - 7. Grammar (using just-in-time remediation instructional practices)
- 

## 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. Use stages of the writing process to develop ideas, draft, revise, edit, and proofread. **\*\*Requires Critical Thinking\*\***
  4. Write coherent summary-response type writings demonstrating comprehension and critical thinking of texts read. **\*\*Requires Critical Thinking\*\***
  5. Write coherent essays that demonstrate audience awareness and purpose with paragraphs that support a thesis. **\*\*Requires Critical Thinking\*\***
  6. Use a variety of sentences and diction appropriate to the writing situation. **\*\*Requires Critical Thinking\*\***
  7. Write simple, compound, and complex sentences using correct grammar and punctuation. **\*\*Requires Critical Thinking\*\***
  8. Write short, timed, in-class essays that demonstrate comprehension of a non-fiction text, organization and development of ideas, and time management skills. **\*\*Requires Critical Thinking\*\***
-

## Student Learning Outcomes

1. Students will demonstrate reading and writing skills by reading and correctly interpreting a short written text that will be used to write a unified and coherent short essay generated from the reading, using mostly correct sentences.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Reading Apprenticeship classroom framework, including facilitated group work utilizing metacognitive, personal, social, cognitive, and knowledge dimensions.
- 

## Assignments

### Writing Assignments

**Read the article** "Do Animals Have Rights" on pages 191-194 in *Weaving It Together*.

**Chunk each paragraph** and make notes as you read.

**Indicate audience and purpose.**

**Pick out ten survival words.**

**Do the following exercises from pages 196-197:** *Looking for main ideas, Scanning for details, Making Inferences and Drawing Conclusions.*

**Writing Assignment 1:** With a partner, compare your chunking of article. Set up and write a summary together. You will receive one grade.

### Writing Assignment 2: Summary - Response

We will explore the questions of:

1. Do you think animals' rights should be protected by law?
2. What are some farming practices that are considered inhumane to animals? In what ways could farm animals be treated more humanely?

**Read the articles on Canvas** related to these topics and **choose one of the topics** that most interests you to begin your next **summary-response** writing assignment on this topic. You may use the summary you and your partner wrote to begin this assignment. The response must be well thought out, show critical thinking in the reasons you choose to support your stance/opinion as well as reference one of the articles you read on Canvas in connection with this topic.

---

## Methods of Evaluation

- **Essay/Paper**
  - **Homework**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
- 

## Course Materials

### Textbooks:

1. Seal, Bernard. *Academic Encounters Human Behavior 4, Reading and Writing*, 2nd ed. Cambridge, 2012, ISBN: 978-1-107-60297-7  
**Equivalent text is acceptable**
  2. Broukal, Milada. *Weaving It Together*, 4th ed. National Geographic/Cengage Learning, 2016, ISBN: 978-1-305-25167-0  
**Equivalent text is acceptable**
- 

Generated on: 6/18/2018 12:53:09 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** GNBUS 21

**Full Course Title:** Business Communications

**Short Title:** Bus. Comm.

**TOP Code:** 0514.00 - Administrative Assistant and Secretarial Science, General\*

**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Lecture hours:** 54.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Accounting (Masters Required) **Or**
  - Business (Masters Required)
- 

### Course Description

Application of principles of ethical and effective communication to the creation of letters, memos, e-mails, and written and oral reports for a variety of business situations. Development and refinement of written and oral business communication skills including planning, composing, editing, and revising business documents using word processing software for written documents and presentation software to create and deliver professional oral reports. This course is designed for students who already have college-level writing skills. Not open for credit for students with credit in OA 21.

---

### Conditions of Enrollment

Satisfactory completion of: ENGL 1A and Word processing and keyboarding skill; no handwritten work is accepted. and

---

### Content

#### Course Lecture Content

1. Communication Foundations
  - a. Career success and communications skills
2. The Business Writing Process
  - a. Planning business messages

- b. Composing business messages
- c. Revising business messages
- 3. Business Communication Situations
  - a. Electronic mail, memorandums, and digital media
  - b. Direct strategy communications
    - i. Positive messages
    - ii. Goodwill communications
  - c. Indirect strategy communications
    - i. Negative messages
    - ii. Persuasive communications
- 4. Reports and Proposals
  - a. Research techniques
  - b. Illustrating data
  - c. Informal reports
  - d. Formal reports and proposals
- 5. Professionalism, Teamwork, Meetings, and Speaking Skills
  - a. Business ethics and etiquette
  - b. Face-to-face communications
  - c. Business meetings
  - d. Telephone and technology enhanced communications
  - e. Business presentations
  - f. Oral presentations
  - g. Multimedia presentations
    - i. Employment Communications
      - A. The job search, resumes, and cover letters
      - B. Interviewing and follow-up

---

## Objectives

1. Explain the elements of the communication process.
2. Analyze how word selection and usage affects communication. **\*\*Requires Critical Thinking\*\***
3. Solve business communication problems through planning, problem solving, organizing, writing, listening and presenting techniques. **\*\*Requires Critical Thinking\*\***
4. Illustrate sensitivity to audience needs and desires, including cross-cultural situations.
5. Plan, organize, write and revise letters, memos, emails, and reports suitable for a variety of business situations, including quantitative (e.g., accounting and finance) and business legal contexts. **\*\*Requires Critical Thinking\*\***
6. Plan and deliver individual or team oral presentations for business meetings.
7. Understand communication in an internationalization and globalization context. **\*\*Requires Critical Thinking\*\***
8. Identify a basic logical fallacy in an oral or written context. **\*\*Requires Critical Thinking\*\***
9. Select a proper delivery format - face-to-face v. electronic - and identify the strengths of each modality.
10. Understand uses of social media and related Internet writing contexts.
11. Adjust composition, prose, and rhetorical language for optimal conciseness and clarity.

12. Demonstrate an understanding of social etiquette applicable to a business environment.
  13. Be able to discern and appreciate the differences between primary sources and secondary sources.  
**\*\*Requires Critical Thinking\*\***
  14. Demonstrate an understanding of the importance of original work, the role of proper citations and references, and the ability to avoid plagiarism of either a deliberate or inadvertent nature.
- 

## Student Learning Outcomes

1. Correctly compose and format a business letter that delivers positive news.
  2. Correctly compose and format a business letter that delivers negative news.
  3. Analyze a specific communication situation and apply an appropriate method of content delivery.
  4. Explain the role of social media in business communications.
- 

## Methods of Instruction

- Lecture/Discussion
- 

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

### Reading Assignments

Research report on business practices in a foreign country or on a current business topic

### Writing Assignments

Composition of emails, memos, and business letters to mailable standard; message types are routine positive/informative, negative, persuasive, and employment-related.

### Other Assignments

Oral presentation of the research report using presentation software or media of students' choice

---

## Methods of Evaluation

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

- **Research Project**
- 

## Course Materials

### Textbooks:

1. Mary Ellen Guffey & Dana Loewy. *Business Communication:Process & Product*, 8 ed. South-Western Cengage Learning, 2015, ISBN: 9781285094069  
**Equivalent text is acceptable**
  2. Philip C. Kolin . *Successful Writing at Work*, 11 ed. Cengage Learning, 2017, ISBN: 9781305667617  
**Equivalent text is acceptable**
- 

Generated on: 6/18/2018 12:46:52 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** MATH 58  
**Full Course Title:** Mathematics for Everyday Living  
**Short Title:** Math for Everyday  
**TOP Code:** 1701.00 - Mathematics, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Lecture hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Mathematics (Masters Required)
- 

### Course Description

Interpretation of and reasoning with quantitative information. Coverage of logic; units analysis; uses and abuses of percentages, ratios, and indices; financial management; and statistics. This course satisfies the AA and AS degree requirement but does not satisfy the prerequisite for a transferable math course.

---

### Conditions of Enrollment

Satisfactory completion of: MATH 101 or MATH 101B Or by placement exam

### Advisories

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

### Content

#### Course Lecture Content

1. Logic and analysis of arguments that use numbers
2. Units analysis and unit conversions
3. Problem solving strategies
4. Uses and abuses of percentages, ratios, indices, tables, and graphs
5. Financial management

6. Statistical reasoning
  7. Exponential and logarithmic models
- 

## Objectives

1. Identify an argument's premises and conclusions.
  2. Recognize fallacious arguments. **\*\*Requires Critical Thinking\*\***
  3. Use Venn diagrams.
  4. Evaluate arguments that use numbers.
  5. Identify and convert units.
  6. Use units to check answers. **\*\*Requires Critical Thinking\*\***
  7. Apply strategies for problem solving.
  8. Solve problems that use percentages, ratios, indices, tables or graphs and identify abuses.
  9. Apply rounding rules.
  10. Use different interest formulas.
  11. Use different types of investments.
  12. Explain bond yield.
  13. Calculate loan payments.
  14. Use budget principles.
  15. Recognize different sampling methods.
  16. Interpret different statistical graphs.
  17. Distinguish between correlation and causality. **\*\*Requires Critical Thinking\*\***
  18. Apply exponential and/or logarithmic functions to model real world applications. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Use a Venn diagram to determine if an argument is valid.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Solve problems that use percentages, ratios, indices, tables or graphs and identify abuses.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

3. Solve financial application problems.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  4. Solve unit conversion problems.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Lecture/Discussion**
- 

## Assignments

### Other Assignments

Homework: From Bennett & Briggs, "Using & Understanding Mathematics", 5th edition:

Section 1D (pages 62-64) problems: 16,19,22,23,26,30,34,36,38,41,43,47,50,51

---

## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Problem Solving Exercises**
  - **Quizzes**
  - **Research Project**
- 

## Course Materials

### Textbooks:

1. Bennett and Briggs. *Using and Understanding Mathematics: A Quantitative Reasoning Approach*, 6th ed. Pearson, 2015, ISBN: 978-0-321-91462-0  
**Equivalent text is acceptable**
  2. Crauder et. al. . *Quantitative Literacy*, 2nd ed. Macmillan, 2015, ISBN: 978-1-4641-2512-6  
**Equivalent text is acceptable**
- 

Generated on: 6/18/2018 12:22:40 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** MFGT 21  
**Full Course Title:** Intermediate Machine Shop  
**Short Title:** Int Machine Shop  
**TOP Code:** -  
**Effective Term:** Fall 2013

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
    **Lecture hours:** 36.0  
    **Lab hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Course Description

Emphasis in intermediate level machine shop, centers on the set-up and operation of the horizontal milling machine, surface grinder, vertical milling machine, engine lathe, tool & cutter grinder, precision layout and safety practices. The above mentioned machines will be used at an intermediate level to develop skills acquired in MFG Tech 20 or equivalent. Production of a tool using the machine shop with special emphasis on the concept of fits.

---

### Conditions of Enrollment

#### Advisories

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

### Content

#### Course Lecture Content

1. Safety
2. Precision measurement
3. Lathe
4. Vertical mill
  - a. Manual
  - b. Computer controlled
5. Band machines
  - a. Vertical
  - b. Horizontal

## 6. Drilling machines

---

### Objectives

1. Set-up and operate the basic machine tools in the precision metal working industry, the lathe, the milling machine, grinding machines, drilling machines and band machines.
  2. The student will be able to operate all machines in a manner considered safe by industry standards.
  3. The student will be able to make a series of parts that fit together with a tolerance of + or - .0005.
  4. The student will be able to complete a project that entails complex fitting of components he has manufactured.
  5. Computation of formulas **\*\*Requires Critical Thinking\*\***
  6. How objects are held **\*\*Requires Critical Thinking\*\***
  7. Calculating "fits" **\*\*Requires Critical Thinking\*\***
  8. Calculating simple right triangles in relation to a sine bar **\*\*Requires Critical Thinking\*\***
  9. The student will be able to communicate to industry standards by the typical means, measurement, reading shop drawings and calculating. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Demonstrate safe working habits that do not pose a threat to oneself or others.
  2. Demonstrate an understanding of basic mathematics and formulas as they apply to machining principles.
  3. Demonstrate an understanding of measuring tools used in the machine shop.
  4. Demonstrate an understanding of measuring tools used in the machine shop.
  5. Demonstrate an understanding of threads.
- 

### Methods of Instruction

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

### Assignments

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

---

### Methods of Evaluation

- **Exams**
- **Quizzes**

- **Other**  
Production of machined objects
- 

## Course Materials

### Textbooks:

1. Krar, Steven. *Technology of Machine Tools*, 7th ed. McGraw-Hill Science/Engineering/Math, 2010, ISBN: 978-0073510835

### Other:

1. Machinery's Handbook & Machinist Ready Reference.
- 

Generated on: 6/18/2018 1:03:36 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** MFGT 60  
**Full Course Title:** Problems in Manufacturing Technology  
**Short Title:** Prob Manufact Tech  
**TOP Code:** 0956.30 - Machine Tool Technology/Machinist\*  
**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
    **Lecture hours:** 36.0  
    **Lab hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Manufacturing Technology
- 

### Course Description

Analysis of special problems in manufacturing. Further study in specialized areas of manufacturing technology with project goals and production paths determined in a team setting. Emphasis will be given to each student's role in contributing to product creation.

---

### Conditions of Enrollment

Satisfactory completion of: MFGT 21; MFGT 34

---

### Content

#### Course Lecture Content

1. Safety
2. Precision measurement
3. An in-depth study of a concept(s) of interest to a student

#### Course Lab/Activity Content

1. Project design

2. Tool application
  3. Printmaking
  4. Tooling design
  5. Process improvement
- 

## Objectives

1. Demonstrate the skills developed in an individualized course of study of industry standards.
  2. Computation of formulas **\*\*Requires Critical Thinking\*\***
  3. Interpretation of drawings **\*\*Requires Critical Thinking\*\***
  4. Drawing interpretation in relation to numeric machine data **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Demonstrate a knowledge of operating Machining equipment safely.
  2. Demonstrate an understanding of selecting machining equipment to accomplish a task.
  3. demonstrate a knowledge of metal selection for various projects.
- 

## Methods of Instruction

- **Laboratory**  
Machinery and technique demonstrations
  - **Lecture/Discussion**  
Powerpoints and whiteboard discussions. Video tutorials
  - **Other**  
Lecture demonstration
- 

## Assignments

### Reading Assignments

Read Chapter 14 in the textbook and be prepared to discuss the reading during the next class period.

---

## Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Participation**
- **Quizzes**
- **Other**

Production of machined/welded items

---

**Course Materials**

**Textbooks:**

1. Krar, Steven. *Technology of Machine Tools*, 7th ed. McGraw-Hill Science/Engineering/Math, 2012, ISBN: 978-0073510835
- 

Generated on: 6/18/2018 1:05:03 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** RADT 3B

**Full Course Title:** Radiographic Procedures 2

**Short Title:** Rad Procedures 2

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

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Lecture hours:** 36.0

**Lab hours:** 54.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Radiological Technology
- 

### Course Description

Knowledge and skills necessary to perform standard radiographic procedures that are of optimal diagnostic quality. Skills necessary for image critique. Areas studied: spine, skull, facial bones. Trauma exams. Use of portable machine and radiography in the OR.

---

### Conditions of Enrollment

Satisfactory completion of: RADT 3A Acceptance into Radiologic Technology Program

---

### Content

#### Course Lecture Content

1. Radiographic terminology
2. Radiographic anatomy, positioning, and pathology
  - a. Spine
  - b. Skull
  - c. Facial bones
  - d. Sinus

- e. Trauma
  - f. Portable exams
  - g. Operating room exams
3. Image critique

### Course Lab/Activity Content

1. Radiographic positioning demonstrations
    - a. Spine
    - b. Skull
    - c. Facial bones
    - d. Sinus
    - e. Trauma
    - f. Portable exams
    - g. Operating Room Exam
  2. Image critique
  3. Lab Experiments
- 

### Objectives

1. Describe general procedural consideration for radiographic examinations.
  2. Identify the skills necessary to position patients for routine radiographic views. **\*\*Requires Critical Thinking\*\***
  3. Evaluate images for quality in terms of anatomy demonstrated, position, and exposure. **\*\*Requires Critical Thinking\*\***
  4. Through role-playing, demonstrate the ability to use appropriate considerations for patients with varying needs, backgrounds, body habitus, and gender identity. **\*\*Requires Critical Thinking\*\***
  5. In a laboratory setting, simulate the radiographic routine applying the principles of radiographic positioning. **\*\*Requires Critical Thinking\*\***
  6. Evaluate images for quality in terms of anatomy demonstrated, position, and exposure.
- 

### Student Learning Outcomes

1. Students will demonstrate appropriate positioning for a radiologic exam.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - o **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - o **Technological Awareness** Students will be able to select and use appropriate technological tools

- for personal, academic, and career tasks.
2. Students will correctly identify the elements of image evaluation criteria.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Students will employ knowledge of human anatomy to obtain diagnostic quality radiographic images.
    - **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.
- 

## Methods of Instruction

- **Laboratory**  
Scenarios Simulations Discussion Demonstration Experiments
  - **Lecture/Discussion**  
Powerpoints Discussion Demonstrations Scenarios Simulations
- 

## Assignments

### Reading Assignments

Reading Assigned chapters and other documentation

### Writing Assignments

Complete assignments in the workbook for submission

Journal article review

Description of anatomy and image review written exam

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. John Lampignano and Leslie Kendrick. *Bontrager's Textbook of Radiographic Positioning and Related Anatomy*, 9th ed. Elsevier, 2017, ISBN: 9780323399661

### Manuals:

1. John Lampignano and Leslie Kendrick. *Workbook Bontrager's Textbook of Radiographic Positioning and Related Anatomy*, 9th ed. Elsevier, 2017, ISBN: 9780323481878
- 

Generated on: 6/19/2018 12:07:17 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** RADT 3C

**Full Course Title:** Radiographic Procedures 3

**Short Title:** Rad Procedures 3

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

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Lecture hours:** 54.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Radiological Technology
- 

### Course Description

Knowledge and skills necessary to perform advanced radiographic procedures; advanced image critique; advanced imaging modalities.

---

### Conditions of Enrollment

Satisfactory completion of: RADT 3B Acceptance into Radiologic Technology Program

---

### Content

#### Course Lecture Content

1. Enhanced medical and radiologic terminology
2. Radiographic anatomy, positioning, and pathology
  - a. Contrast Studies
  - b. Venipuncture
  - c. Pharmacology
  - d. Fluoroscopy

---

## Objectives

1. Describe appropriate general considerations for varying patient conditions and types.
  2. Demonstrate awareness for the preparatory considerations administering iodinated contrast.
  3. Given radiographs, evaluate images for quality in terms of positioning, anatomy, centering and technical factors. **\*\*Requires Critical Thinking\*\***
  4. Describe advanced imaging modalities and explain what body systems are visualized by each.
  5. Illustrate proper venipuncture technique.
  6. Identify the best radiation protection skills utilized during fluoroscopy.
- 

## Student Learning Outcomes

1. Students will successfully perform 10 venipuncture procedures.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Identify proper techniques for administration of oral and IV contrast.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Differentiate between osmolarity, osmolality, and osmotic activity
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 

## Methods of Instruction

- **Lecture/Discussion**  
Power Points Videos Lecture Discussion Modeling Demonstration
  - **Other**  
Demonstration Simulation
- 

## Assignments

### Reading Assignments

Reading assignments

### Writing Assignments

Case studies

Homework

**Other Assignments**Venipuncture simulator

---

**Methods of Evaluation**

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Problem Solving Exercises**
  - **Quizzes**
  - **Research Project**
  - **Skills Demonstrations/Performance Exam**
- 

**Course Materials****Textbooks:**

1. John Lampignano and Leslie Kendrick. *Textbook of Radiographic Positioning and Related Anatomy*, 9th ed. Elsevier, 2018, ISBN: 978032339961
2. Steven Jensen and Michael Peppers. *Pharmacology and Drug Administration for Imaging Technologists*, 2nd ed. Mosby, 2005, ISBN: 9780323030755

**Manuals:**

1. John Lampignano and Leslie Kendrick. *Workbook of Radiographic Positioning and Related Anatomy*, 9th ed. Mosby, 2017, ISBN: 9780323481878

**Other:**

1. Fluoroscopy manual provided by Yuba College Bookstore. Information combined from numerous sources.
- 

Generated on: 6/19/2018 12:09:16 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** RADT 3D

**Full Course Title:** Radiographic Procedures 4

**Short Title:** Rad Procedures 4

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

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 2.0

**Lecture hours:** 36.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Radiological Technology
- 

### Course Description

Critical thinking skills necessary to obtain the best radiographic image in various situations.

---

### Conditions of Enrollment

Satisfactory completion of: RADT 3C Acceptance into Radiologic Technology Program

---

### Content

#### Course Lecture Content

1. Radiographic anatomy and positioning
    - a. Procedure adaptation using radiation physics
    - b. Spatial relationships in positioning
    - c. Specific trauma and mobile positions
    - d. Advanced special rules of all body systems
    - e. Pediatric and geriatric patient considerations
  2. Patient case studies
-

## Objectives

1. Describe the process for obtaining advanced projections of all body systems. **\*\*Requires Critical Thinking\*\***
  2. Describe and utilize the standard positioning aids and accessory equipment for positioning.
  3. Evaluate radiographic images for quality in terms of positioning, anatomy, centering and technical factors. **\*\*Requires Critical Thinking\*\***
  4. Describe recommendations for facilitating and achieving high quality radiographs on trauma and mobile projections of all anatomical portions of the body **\*\*Requires Critical Thinking\*\***
  5. Evaluate patient positioning to determine alternative approaches to imaging. **\*\*Requires Critical Thinking\*\***
  6. Students will give reasons for adaptations in radiographic technique, positioning, and communication in the geriatric patient. **\*\*Requires Critical Thinking\*\***
  7. Students will give reasons for adaptations in radiographic technique, positioning, and communication in the pediatric patient. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. List the order in which specific projections should be taken of a trauma patient for a given case study.
    - **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. Express technique corrections and adaptations to improve image quality.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Lecture/Discussion**  
Lecture Power Points Case Studies Scenarios Discussion Image Analysis
- 

## Assignments

### Reading Assignments

Textbook reading

Other reading assignments

### Writing Assignments

Describe (in writing) how you would address a multi-patient multi-trauma radiology examination.

---

## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Oral Tests/Class Performance**
  - **Problem Solving Exercises**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
- 

## **Course Materials**

### **Textbooks:**

1. Carroll, Quinn and Bowman, Dennis. *Adaptive Radiography*, 1st ed. Delmar, 2014, ISBN: 9781111541200
- 

Generated on: 6/19/2018 12:11:12 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** RADT 6B

**Full Course Title:** Radiologic Technology Internship 2

**Short Title:** Rad Tech Intern 2

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

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 4.5

**Lab hours:** 260.0

**Repeatable:** No

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

---

### Minimum Qualifications for Instructors

- Radiological Technology
- 

### Course Description

Beginning radiologic experience in clinical facilities under the supervision of the college instructor, staff technologists, and clinical instructors. Enhanced development of skills in correlation with current radiologic practices. Rotation in various facilities.

---

### Conditions of Enrollment

Satisfactory completion of: RADT 6A Acceptance into Radiologic Technology Program.

---

### Content

#### Course Lecture Content

1. Daily Operations
  - a. Clinical facility policy and procedures
  - b. Department policy and procedures
2. Radiologic Techniques
  - a. Radiation protection
  - b. Infection control
  - c. Image critique
  - d. Quality control
  - e. Fluoroscopic control

3. Positioning Procedures
  - a. Continue with extremities, thorax, abdomen, pelvis procedures
  - b. With supervision add spine, skull and urinary systems
  - c. Portable procedures
  - d. Fluoroscopic procedures including contrast studies
4. Laboratory experiments
5. Multicultural and disabled patient care

### Course Lab/Activity Content

1. Daily Operations
    - a. Learn clinical facility policy and procedures
    - b. Learn department policy and procedures
    - c. Learn department protocols
    - d. Learn department RIS and PACS
  2. Radiologic Techniques at the student beginning level of expertise
    - a. Radiation protection
    - b. Universal Precautions
    - c. Image critique
  3. Positioning Procedures
    - a. skull
    - b. facial bone
    - c. sinus
    - d. cervical spine
    - e. thoracic spine
    - f. lumbar spine
    - g. sacrum
    - h. coccyx
    - i. trauma
    - j. operating room
    - k. portable exams
  4. Positioning of all exams previously studied at a student beginning level of expertise.
  5. Student entry level ability to work patients of varying cultures, abilities, ages, and mental alterations.
- 

### Objectives

1. Operate a variety of x-ray equipment. **\*\*Requires Critical Thinking\*\***
2. Function within a hospital or clinic with an increased understanding of the complexities of the patient condition **\*\*Requires Critical Thinking\*\***
3. Demonstrate appropriate patient care and radiation protection skills for patients of various cultures and abilities with increased patient interaction. **\*\*Requires Critical Thinking\*\***

4. At a student beginning level, perform imaging exams for patients of varying cultures, abilities, ages, and mental alterations. **\*\*Requires Critical Thinking\*\***
  5. Communicate with patients at a level appropriate for the patients age, medical condition, and abilities.
  6. With direct and indirect supervision, perform radiologic exams. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Perform Diagnostic Imaging upper extremity exams at the level of a student technologist.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  2. Perform Diagnostic Imaging lower extremity exams at the level of a student technologist.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  3. Perform Diagnostic Imaging spine exams at the level of a student technologist.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  4. Communicate effectively with patients.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Laboratory**
  - **Other**
    - On the job training
- 

## Assignments

### Other Assignments

Students are required to do analysis of the work they have done and provide written documentation of "repeat" images with a description of how the error occurred and methods to assure they will not repeat the error.

Students are required to complete paperwork and tracking documentation.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Bontrager, Kenneth L. and John Lampignano. *Bontragers Handbook of Radiographic Positioning and Techniques, 9th edition ISBN 9780323485258*, 9 ed. Elsevier, 2017, ISBN: 9780323485258

### Other:

1. Student Handbook
  2. Trajecsys Clinical Recordkeeping for Health Education
- 

Generated on: 6/19/2018 12:13:24 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** RADT 6C

**Full Course Title:** Radiologic Technology Internship 3

**Short Title:** Rad Tech Intern 3

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

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 7.0

**Lab hours:** 390.0

**Repeatable:** No

**Grading Method:** Pass/No Pass Only

---

### Minimum Qualifications for Instructors

- Radiological Technology
- 

### Course Description

Intermediate radiologic experience in clinical facilities under the supervision of the college instructor, staff technologists, and clinical instructor. Increased development of skills in correlation with current radiologic practices. Rotation in various facilities.

---

### Conditions of Enrollment

Satisfactory completion of: RADT 6B Acceptance into Radiologic Technology Program

**Course has additional enrollment fees:** Radiation Badge Fee is attached to this course. Students will have access to the reading each month and when they exit the program they will be able to download a permanent record to present to employers. Additionally, a record will be kept by the program in perpetuity.

---

### Content

#### Course Lecture Content

1. Daily Operations
  - a. Increased understanding of hospital and department specific policies and procedures
2. Increased Understanding and Implementation of Radiologic Techniques
  - a. Radiation protection
  - b. Infection control
  - c. Image critique

- d. Quality control
3. Positioning Procedures
  - a. Increased ability to perform
    - i. Extremities
    - ii. Thorax
    - iii. Abdomen
    - iv. Pelvis
    - v. Spine
    - vi. Skull
    - vii. Urinary system
    - viii. Portables
    - ix. Fluoroscopy procedures
  - b. Addition of required ARRT competencies
4. Increased Ability and Understanding of Working with Multicultural and Disabled Patient Care

### Course Lab/Activity Content

1. Daily Operations
  - a. Learn clinical facility policy and procedures
  - b. Learn department policy and procedures
  - c. Learn department protocols
  - d. Learn department RIS and PACS
2. Radiologic Techniques at the student intermediate level of expertise
  - a. Radiation protection
  - b. Universal Precautions
  - c. Image critique
3. Positioning of all exams previously studied at a student intermediate level of expertise.
4. Student intermediate level ability to work patients of varying cultures, abilities, ages, and mental alterations.

---

### Objectives

1. Operate a variety of x-ray equipment with an increased understanding and execution. **\*\*Requires Critical Thinking\*\***
2. Function within a hospital or clinic at an advancing student level. **\*\*Requires Critical Thinking\*\***
3. Demonstrate appropriate patient care skills for patients of various cultures and abilities. **\*\*Requires Critical Thinking\*\***
4. Communicate with patients at a level appropriate for the patient's age, medical condition, and abilities. **\*\*Requires Critical Thinking\*\***
5. Demonstrate appropriate patient radiation protection skills.
6. With direct and indirect supervision, perform radiologic exams. **\*\*Requires Critical Thinking\*\***

---

### Student Learning Outcomes

1. Demonstrate competency performing spine exam at the level of a student technologist.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  2. Demonstrate competency performing imaging exams of the upper extremities.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  3. Demonstrate competency performing imaging exams of the lower extremities.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  4. Communicate effectively with patients.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Laboratory**
  - **Other**
    - On the job training
- 

## Assignments

### Other Assignments

students are required to complete paperwork and tracking documentation.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Bontrager, Kenneth L. and John Lampignano. *Bontrager's Handbook of Radiographic Positioning and Techniques*, 9 ed. Elsevier, 2017, ISBN: 9780323485258

### Other:

1. Trajecsys Clinical Recordkeeping for Health Education
2. Student Handbook

---

Generated on: 6/19/2018 12:14:32 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** RADT 6D

**Full Course Title:** Radiologic Technology Internship 4

**Short Title:** Rad Tech Intern 4

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

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 8.0

**Lab hours:** 436.0

**Repeatable:** No

**Grading Method:** Pass/No Pass Only

---

### Minimum Qualifications for Instructors

- Radiological Technology
- 

### Course Description

Advanced radiologic experience in clinical facilities under the supervision of the college instructor, staff technologists, and radiologists. Development of enhanced skills in correlation with current radiologic practices. Rotation in various facilities.

---

### Conditions of Enrollment

Satisfactory completion of: RADT 6C Acceptance into Radiologic Technology Program

---

### Content

#### Course Lecture Content

1. Advancing Ability to Perform Daily Operations
  - a. Hospital and department specific policies and procedures
2. Advancing Ability to Perform Radiologic Techniques
  - a. Radiation protection
  - b. Infection control
  - c. Image critique
  - d. Quality control
3. Advancing Ability to Perform Positioning Procedures
  - a. Extremities

- b. Spine and pelvis
  - c. Thorax
  - d. Skull
  - e. Abdomen
  - f. Contrast studies
  - g. Surgical procedures
  - h. Portable procedures
4. Advancing Ability to Work with Multicultural and Disabled Patients

### Course Lab/Activity Content

1. Daily Operations
  - a. Learn clinical facility policy and procedures
  - b. Learn department policy and procedures
  - c. Learn department protocols
  - d. Learn department RIS and PACS
2. Radiologic Techniques at the student advanced level of expertise
  - a. Radiation protection
  - b. Universal Precautions
  - c. Image critique
3. Positioning of all exams previously studied at a student advanced level of expertise
4. Advanced ability level to image patients of varying cultures, abilities, ages, and mental alterations.
5. Radiologic Positioning
  - a. Contrast studies
  - b. Fluoroscopy
  - c. Trauma
  - d. Operating Room
  - e. Pediatrics

---

### Objectives

1. With advancing skills, operate a variety of x-ray equipment. **\*\*Requires Critical Thinking\*\***
2. Function within a hospital or clinic at an advanced student level.
3. With direct and indirect supervision, perform radiologic exams **\*\*Requires Critical Thinking\*\***
4. With an advancing skill and ability, demonstrate appropriate patient care for all patients including those of various cultures and abilities. **\*\*Requires Critical Thinking\*\***
5. Communicate with patients at a level appropriate for the patient's age, medical condition, and abilities. **\*\*Requires Critical Thinking\*\***
6. Demonstrate radiation protections skills. **\*\*Requires Critical Thinking\*\***
7. Demonstrate professionalism.

---

### Student Learning Outcomes

1. Competently perform radiologic exams.
  - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - o **Personal and Social Responsibility** Students will interact with others by demonstrating respect

- for opinions, feelings, and values.
- **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Communicate effectively with patients.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  3. Consistently demonstrate the ability to use ALARA
    - **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.
  4. Respond and adapt to patient needs.
    - **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.
  5. Cooperate with technologists and demonstrates team approach.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Laboratory**
  - **Other**
    - On the job training
- 

## Assignments

### Other Assignments

students are required to complete paperwork and tracking documentation.

---

## Methods of Evaluation

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

## Course Materials

**Other:**

1. Trajecsyst Clinical Recordkeeping for Health Education
2. Student Handbook
3. Bontragers Handbook of Radiographic Positioning and Techniques, 9th edition ISBN 9780323485258

---

Generated on: 6/19/2018 12:16:56 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** RADT 6E

**Full Course Title:** Radiologic Technology Internship 5

**Short Title:** Rad Tech Intern 5

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

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 8.5

**Lab hours:** 464.0

**Repeatable:** No

**Grading Method:** Pass/No Pass Only

---

### Minimum Qualifications for Instructors

- Radiological Technology
- 

### Course Description

Advanced radiologic experience in clinical facilities under supervision by college instructor, staff technologists and clinical instructors. Increased development of skills in correlation with current radiologic practices. Rotation in various medical facilities.

---

### Conditions of Enrollment

Satisfactory completion of: RADT 6D Acceptance into the Radiologic Technology Program

---

### Content

#### Course Lab/Activity Content

1. Daily Operations
  - a. Learn clinical facility policy and procedures
  - b. Learn department policy and procedures
  - c. Learn department protocols
  - d. Learn department RIS and PACS
2. Radiologic Techniques at the student advanced level of expertise
  - a. Radiation protection
  - b. Universal Precautions
  - c. Image critique

3. Positioning of all exams previously studied at a student advanced level of expertise
  4. Advanced ability level to image patients of varying cultures, abilities, ages, and mental alterations.
- 

## Objectives

1. With advancing skills, operate a variety of x-ray equipment. **\*\*Requires Critical Thinking\*\***
  2. Function within a hospital or clinic at an advanced student level.
  3. With indirect supervision, perform radiologic exams **\*\*Requires Critical Thinking\*\***
  4. With an advanced skill and ability, demonstrate appropriate patient care for all patients including those of various cultures and abilities. **\*\*Requires Critical Thinking\*\***
  5. Communicate with patients at a level appropriate for the patient's age, medical condition, and abilities.
  6. Consistently demonstrate radiation protection skills.
  7. Demonstrate professionalism.
  8. Ensure completion of all competencies as required to apply for admission to the American Registry of Radiologic Technologist certification/registration exam.
- 

## Student Learning Outcomes

1. Complete any competencies required to meet ARRT standards.
  - **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. Competently perform radiologic exams.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Consistently communicate effectively with patients.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
4. Consistently demonstrate the ability to use ALARA
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
5. Respond and adapt to patient needs.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

6. Cooperate with technologists and demonstrates team approach.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  7. Consistently demonstrate professionalism.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

## Methods of Instruction

- **Laboratory**
  - **Other**  
On the job training
- 

## Assignments

### Other Assignments

students are required to complete paperwork and tracking documentation.

---

## Methods of Evaluation

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

## Course Materials

### Other:

1. Trajecsys Clinical Recordkeeping for Health Education
  2. Student Handbook
  3. Bontragers Handbook of Radiographic Positioning and Techniques, 9th edition ISBN 9780323485258
- 

Generated on: 6/19/2018 12:17:54 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** RADT 7

**Full Course Title:** Advanced Radiographic Studies

**Short Title:** Adv. Rad Studies

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

**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 1.0

**Lecture hours:** 18.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Radiological Technology
- 

### Course Description

Ethics and law in the radiologic sciences; advanced understanding of professionalism as related to a radiologic technologist.

---

### Conditions of Enrollment

Satisfactory completion of: RADT 4 Acceptance into Radiologic Technology Program

---

### Content

#### Course Lecture Content

1. Advanced ethics and law in the radiographic sciences
  2. Advanced consideration of the professional role of the radiologic technologist
- 

### Objectives

1. Define various legal terms as they relate to the medical environment.

2. Demonstrate the importance of professionalism of the radiologic technologist. **\*\*Requires Critical Thinking\*\***
  3. Describe ethical considerations in the field of Radiologic Technology. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Demonstrate an understanding of professionalism as it relates to the field of Radiologic Technology.
    - **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. Differentiate between ethical and unethical practices in Radiologic Technology.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Lecture/Discussion**  
Lecture Guest Speakers Case studies Discussion/Debate Power Points Scenarios
- 

## Assignments

### Reading Assignments

Reading assigned text, journal articles, and case studies.

### Writing Assignments

Prepare a rationale for the case study.

---

## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Problem Solving Exercises**
  - **Quizzes**
  - **Research Project**
- 

## Course Materials

### Textbooks:

1. Doreen M. Towsley-Cook, Doreen M. Towsley-Cook, MAE, RT(R), FAERS) and Terese A. Young, JD,

RT(R), CNMT. *Ethical and Legal Issues for Imaging Professionals*, Elsevier, 2007, ISBN: 9780323045995

---

Generated on: 6/19/2018 12:20:47 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** THART 12A  
**Full Course Title:** Intermediate Studies in Acting I  
**Short Title:** Interm Acting 1  
**TOP Code:** 1007.00 - Drama and Dramatics/Theatre Arts, General  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Lecture hours:** 45.0  
**Lab hours:** 27.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Drama/Theater Arts (Masters Required)
- 

### Course Description

This course covers the application of intermediate acting theories and techniques. It includes analyzing and performing scripts from realistic and stylized drama, audition monologues, scenes, and complex acting exercises. Intermediate development of acting skills including improvisation, craft, vocal production, interpretation, auditioning, stage movement, and character analysis. Participation in an acting showcase, one-act play, or full-length play at end of semester is required. Field trips and/or attendance of live performances may be required.

---

### Conditions of Enrollment

Satisfactory completion of: THART 11A or THART 26 or THART 29R or Audition based prerequisite challenge is allowed. Students who have the skills and experience through previous stage performance may audition/interview with instructor and with dean's approval may enter the class.

---

### Content

#### Course Lecture Content

1. Intermediate Application of Theories and Methods of Acting
  - a. The Stanislavski method

2. Acting Styles
  - a. Classic
  - b. Modern
  - c. Devised
3. Practical Application of Theatre Terminology and Vocabulary at the Intermediate Level
4. Intermediate Textual Analysis for Creating a Role
  - a. Unpacking intermediate level prose
  - b. Scansion and interpretation of verse
5. Craft and Methods for Performance
  - a. Relaxation
  - b. Breathing
  - c. Diction
  - d. Dialect
  - e. Body control
  - f. Pantomime
  - g. Stage combat (unarmed)
  - h. Improvisation
6. Intermediate Practical Approaches to Creating the Life of a Character
  - a. Physicality
  - b. Motivation
  - c. Voice
7. Attendance of a Live Theatre Performance
8. Auditioning and Portfolio
  - a. Creation of an actor's portfolio
  - b. Auditioning techniques for professional and university theatre

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

1. Rehearsal and performance
  2. Student application of theory through acting exercises
  3. Demonstration of learned skills
- 

### **Objectives**

1. Select suitable materials to be used in auditioning, and present one or more pieces suitable for a professional audition.
2. Scan and versify a selection of verse by Shakespeare or other classic playwright and use the verse piece for an audition.
3. Develop character motivations in depth.
4. Complete a full rehearsal and performance schedule of a selected play.
5. Utilize a specific acting style in performance. (Play will be selected from a different historical period each

semester.)

6. Select suitable materials for auditioning. **\*\*Requires Critical Thinking\*\***
  7. Present a fully researched and developed stage character in a public performance. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. The student will present an audition piece containing classic and modern selections, suitable for a professional audition.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  2. The student will present a developed and researched stage character in a public performance.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Student will prepare for rehearsals, learn their lines and blocking, and collaborate with others in a rehearsal process for public performance.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Laboratory**  
Students will build upon key concepts learned from their readings, lectures and previous experience in a studio setting with other actors.
  - **Lecture/Discussion**  
Instructor will introduce advanced concepts and theories of acting through lecture and group discussion
  - **Other**  
Students will engage in intermediate level exercises, games and assignments. Students will critique live theatre performances.
- 

## Assignments

### Reading Assignments

Student will read an assigned script (such as *Twelfth Night*).

### Writing Assignments

Student will write about the connections between theory learned in their readings and lectures and their practice in their lab.

### Other Assignments

Students will rehearse and perform a scene from an assigned play (such as *Twelfth Night*)

---

## Methods of Evaluation

- **Oral Tests/Class Performance**
  - **Skills Demonstrations/Performance Exam**
- 

## Course Materials

### Textbooks:

1. Dezseran. *The Student Actor's Handbook*, 1st ed. ed. Mayfield Publishing,, 1975, ISBN: 978-0874843248
2. Nick Obrien. *Theatre in Practice*, 1st ed. Routedledge, 2012, ISBN: 978-0415508537
3. Michael Shurtleff. *Audition*, Mass Market Paperback, 1979, ISBN: 978-0553272956  
**Equivalent text is acceptable**
4. Lawrence Harbison. *Best Contemporary Monologues for Men*, Applause, 2014, ISBN: 978-1480369610  
**Equivalent text is acceptable**
5. Rebecca Dunn Jaroff . *Duo: The Best Scenes for Two for the 21st Century*, Applause Theatre & Cinema Books, 2009, ISBN: 978-1557837028  
**Equivalent text is acceptable**

**Other:**

1. Instructor provided materials.

---

Generated on: 6/18/2018 12:28:09 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** WELD 52

**Full Course Title:** Intermediate Structural Steel and Flux Cored Arc Welding (FCAW)

**Short Title:** Intermediate FCAW

**TOP Code:** 0956.50 - Welding Technology/Welder\*

**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 4.0

**Lecture hours:** 54.0

**Lab hours:** 54.0

**Repeatable:** No

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

---

### Minimum Qualifications for Instructors

- Welding
- 

### Course Description

This course emphasizes improving skills in structural steel and flux cored arc welding (FCAW) practices. Related instruction will include: ferrous metal identification and welding characteristics, FCAW welding applications and variables, dual shield inert shielding gases and mixtures, troubleshooting FCAW equipment, and welding in all positions.

---

### Conditions of Enrollment

Satisfactory completion of: WELD 50

---

### Content

#### Course Lecture Content

1. Introduction
2. Safety
3. Welding symbols
4. FCAW
  - a. Equipment
    - i. Set-up
    - ii. Operations

- b. Shielding gases and regulation equipment
  - c. Electrodes and filler material
  - d. Procedures and techniques
    - i. Weld joints and weld types
  - e. Troubleshooting
    - i. Light gauge metal distortion control
    - ii. Inspection, defects, and corrective action
5. Metal identification and weld characteristics
- a. Stainless steel
  - b. Steel
  - c. Carbon and low alloy steels
  - d. Cast iron
6. Surfacing
7. Certification plate preparation

### Course Lab/Activity Content

.0625 (T-1) & .068 (T-11) Wire (Vertical Up)

3F (Vertical Up) "H" (5 piece) Multi Pass

- 3/8" X 1-1/2 X 12" approximate material size.
- Restarts in each pass.
  1. Stringer Root Pass
  2. Stringer Fill Passes
  3. Cover Pass

3F (Vertical Up) Lap Multi Pass

- 3/8" X 1-1/2 X 12" approximate material size.
- Restarts in each pass.
  1. Stringer Root Pass
  2. Stringer Fill Passes
  3. Cover Pass

Certification Plates (Vertical Up)

Certification Practice: 3G Single V-Groove

- 3/8" X 3" X 6" w/ 5/16" X 1-1/2" X 8" backing plate.
- .0625 wire (T-1) & .068 wire (T-11)
  1. Fit-Up
  2. Root Pass
  3. Fill Pass
  4. Cover Pass
  5. Face Bend
  6. Root Bend

AWS Certification: 3G Single V-Groove

- 3/8" X 3" X 7" w/ 5/16" X 1-1/2" X 9" backing plate.
- .0625 wire (T-1) & .068 wire (T-11)
  1. Fit-Up

2. Root Pass
3. Fill Pass
4. Cover Pass
5. Face Bend
6. Root Bend

(Overhead) .0625 (T-1) & .068 (T-11) Wire

4F (Overhead) "H" (5 piece) Multi Pass

- 3/8" X 1-1/2 X 12" approximate material size.
- Restarts in each pass.
  1. Stringer Root Pass
  2. Stringer Fill Passes
  3. Cover Pass

4F (Overhead) Lap Multi Pass

- 3/8" X 1-1/2 X 12" approximate material size.
- Restarts in each pass.
  1. Stringer Root Pass
  2. Stringer Fill Passes
  3. Cover Pass

Certification Plates (Overhead)

Certification Practice: 4G Single V-Groove

- 3/8" X 3" X 6" w/ 5/16" X 1-1/2" X 8" backing plate.
- .0625 wire (T-1) & .068 wire (T-11)
  1. Fit-Up
  2. Root Pass
  3. Fill Pass
  4. Cover Pass
  5. Face Bend
  6. Root Bend

AWS Certification: 4G Single V-Groove

- 3/8" X 3" X 7" w/ 5/16" X 1-1/2" X 9" backing plate.
- .0625 wire (T-1) & .068 wire (T-11)
  1. Fit-Up
  2. Root Pass
  3. Fill Pass
  4. Cover Pass
  5. Face Bend
  6. Root Bend

.072 (T-8) Wire (Vertical Up)

3F (Vertical Up) "H" (5 piece) Multi Pass

- 3/8" X 1-1/2" X 12" approximate material size.
- Restarts in 4 out of 8 Joints.
  1. Stringer Root Pass
  2. Stringer Fill Passes
  3. Cover Pass

### 3F (Vertical Up) Lap Multi Pass

- 3/8" X 1-1/2" X 12" approximate material size.
- Restarts in each pass.
  1. Stringer Root Pass
  2. Stringer Fill Passes
  3. Cover Pass

### Certification Plates (Vertical Up)

#### Certification Practice: 3G Single V-Groove

- 3/8" X 3" X 6" w/ 5/16" X 1-1/2" X 8" backing plate.
  1. Fit-Up
  2. Root Pass
  3. Fill Pass
  4. Cover Pass
  5. Face Bend
  6. Root Bend

#### AWS Certification: 3G Single V-Groove

- 3/8" X 3" X 7" w/ 5/16" X 1-1/2" X 9" backing plate.
  1. Fit-Up
  2. Root Pass
  3. Fill Pass
  4. Cover Pass
  5. Face Bend
  6. Root Bend

(\_\_\_ Optional 1" X 3" X 7" w/5/16" X 1-1/2" X 9" Backing plate

Side Bend Destructive Test.)

(Overhead) .072 (T-8) Wire

### 4F (Overhead) "H" (5 piece) Multi Pass

- 3/8" X 1-1/2" X 12" approximate material size.
- Restarts in each pass.
  1. Stringer Root Pass
  2. Stringer Fill Passes

### 3. Cover Pass

#### 4F (Overhead) Lap Multi Pass

- 3/8" X 1-1/2" X 12" approximate material size.
- Restarts in each pass.
  1. Stringer Root Pass
  2. Stringer Fill Passes
  3. Cover Pass

#### Certification Plates (Overhead)

##### Certification Practice: 4G Single V-Groove

- 3/8" X 3" X 6" w/ 5/16" X 1-1/2" X 8" backing plate.
  1. Fit-Up
  2. Root Pass
  3. Fill Pass
  4. Cover Pass
  5. Face Bend
  6. Root Bend

(\_\_\_ Optional 1" X 3" X 7" w/5/16" X 1-1/2" X 9" Backing plate

Side Bend Destructive Test.)

##### AWS Certification: 4G Single V-Groove

- 3/8" X 3" X 7" w/ 5/16" X 1-1/2" X 9" backing plate.
  1. Fit-Up
  2. Root Pass
  3. Fill Pass
  4. Cover Pass
  5. Face Bend
  6. Root Bend

(\_\_\_ Optional 1" X 3" X 7" w/5/16" X 1-1/2" X 9" Backing plate

Side Bend Destructive Test.)

---

## Objectives

1. Demonstrate the ability to use the FCAW process and welding techniques and troubleshoot weld difficulties. **\*\*Requires Critical Thinking\*\***
  2. Weld FCAW in the vertical and overhead positions with structural steel.
  3. Pass a limited or unlimited welding certification.
  4. Identify standard welding codes.
  5. Use Oxy-fuel cutting systems to prepare metal.
- 

## Student Learning Outcomes

1. Weld Safely and avoid practices that could pose dangers to oneself and others.
  2. Identify gases and mixtures of gases used in FCAW.
  3. Identify gases and mixtures of gases used in FCAW.
  4. Troubleshoot and identify problems in the FCAW process.
  5. Define the advantages and disadvantages of various gases used in FCAW.
  6. Weld various weldments in the vertical and overhead positions.
- 

## Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**  
Lecture, Powerpoint, discussion
  - **Other**  
Demonstrations.
- 

## Assignments

### Reading Assignments

Read ESAB welding guide and be prepared to discuss the affect of nozzle size and joint design.

---

## Methods of Evaluation

- **Assignments**
  - **Class Performance**
  - **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Objective Tests**
  - **Oral Tests/Class Performance**
  - **Performance Exams**
  - **Quizzes**
  - **Research Project**
- 

## Course Materials

### Textbooks:

1. B.J. Moniz, R.T. Miller. *Welding Skills*, 5 ed. American Technical Publishers, 2015, ISBN: 978-0-8269-3084-2

**Manuals:**

1. Andrew D. Althouse, Carl H. Turnquist, William A. Bowditch, Kevin E. Bowditch, and Mark A. Bowditch. *Modern Welding, Lab Manual / Workbook*, 11th Edition ed. The Goodheart-Willcox Company, Inc., 2013, ISBN: 978-1-60525-797-6

**Other:**

1. Students will be required to provide safety equipment and clothing for working in a welding shop.

---

Generated on: 6/18/2018 12:34:34 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** WELD 54  
**Full Course Title:** Advanced Flux Cored Arc Welding (FCAW)  
**Short Title:** Advanced FCAW  
**TOP Code:** -  
**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 2.0  
    **Lecture hours:** 18.0  
    **Lab hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Welding
- 

### Course Description

This is an advanced laboratory course further emphasizing out-of-position flux cored arc welding (FCAW). This course is designed for those who wish to improve their skills to prepare them for entry into the workforce as a FCAW welder.

---

### Conditions of Enrollment

Satisfactory completion of: WELD 52

---

### Content

#### Course Lecture Content

1. Introduction
2. Safety
3. Advanced FCAW processes
4. Specific uses of FCAW
5. Destructive testing of weld samples
6. AWS certification
7. Seismic requirements (AWS D1.8)

## Course Lab/Activity Content

1. Outer shield E71T-1 1/16" Bevel groove with backing on 3/8 and 1"plate
  2. Inner shield E71t-8 0.072" Bevel groove with backing on 3/8 and 1"plate
- 

## Objectives

1. Develop FCAW welding skills to improve employability.
  2. Destructively test weld samples and analyze corrective welding techniques. **\*\*Requires Critical Thinking\*\***
  3. Properly select and write about FCAW welding procedures. **\*\*Requires Critical Thinking\*\***
  4. Demonstrate proficiency in out-of-position welding on ferrous metals.
- 

## Student Learning Outcomes

1. Weld safely and avoid practices that could pose dangers to oneself and others.
  2. Understand the certification practices according to the AWS D1.1 code.
  3. Weld a weldment according to and acceptable to the AWS D1.1 code in various positions.
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

### Reading Assignments

Review the following website and discuss welding a 3G FCAW groove weld:

<http://www.gowelding.org/welding-certification/3g-vertical-up-flux-cored-arc-welding/>

---

## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Skills Demonstrations/Performance Exam
  - Other  
Weld certification test
- 

## Course Materials

Other:

1. Students must provide safety glasses and welding gloves, and those materials which are of continuing value outside of the classroom setting. This cost will be explained at the first class meeting.
  2. Instructor provided reading materials.
- 

Generated on: 6/18/2018 12:40:39 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** WELD 85  
**Full Course Title:** Structure Design and Fabrication  
**Short Title:** Struct Design & Fab  
**TOP Code:** 0956.50 - Welding Technology/Welder\*  
**Effective Term:** Fall 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 4.0  
**Lecture hours:** 54.0  
**Lab hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Welding Or
  - Manufacturing Technology
- 

### Course Description

Structural weld design and fabrication of weldments. Operation of mechanized iron workers, tubular benders, press brakes and other fabrication equipment. Students will receive instruction on utilization of blueprints, welding symbols, cost estimation, and layout techniques, in regards to structural steel applications.

---

### Conditions of Enrollment

Satisfactory completion of: WELD 84

### Advisories

- **Computer Literacy - recommended basic computer skills**  
Projects are designed with CNC equipment
- 

### Content

#### Course Lecture Content

1. Orientation and safety
2. Technical drawing and sketching

- a. blueprint reading
3. Materials and specific application
  - a. cost
  - b. buying
  - c. proper utilization
  - d. industrial classification of materials
4. Shop equipment and operation
5. Fabrication of weldments
  - a. production methods
  - b. terms
  - c. weld symbols
  - d. interchangeability
6. Manufacturing planning
  - a. organization
  - b. operation
  - c. relation to production
  - d. manufacturability
  - e. production of CAD/CAM models
7. Tooling and fabrication
  - a. use of fixtures
  - b. jigs and special tools
  - c. modern techniques and shortcuts
8. AWS structural code
9. Methods
  - a. detail
  - b. assembly
  - c. installation
10. Material project planning (MRP)

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

Laboratory tasks will provide hands-on experience related to the following topics:

1. Technical drawing and sketching
  - a. blueprint reading
2. Materials and specific application
  - a. cost
  - b. buying
  - c. proper utilization
  - d. industrial classification of materials
3. Shop equipment and operation
4. Fabrication of weldments
  - a. production methods
  - b. terms
  - c. weld symbols
  - d. interchangeability
5. Manufacturing planning
  - a. organization
  - b. operation
  - c. relation to production
6. Tooling and fabrication
  - a. use of fixtures
  - b. jigs and special tools
  - c. modern techniques and shortcuts
7. AWS structural code
8. Methods

- a. detail
  - b. assembly
  - c. installation
9. Material process planning (MRP)
- 

## Objectives

1. Apply common shop safety practices.
  2. Recognize common weld methods, blueprint directions and symbols.
  3. Analyze material specifications to decide specific applications. **\*\*Requires Critical Thinking\*\***
  4. Produce project plans, cut lists, and detailed material and labor costs for individual and/or group project.
  5. Understand basic terminology and language related to steel layout and design.
  6. Demonstrate the safe and proper use of fabrication equipment.
  7. Synthesize tooling and fixtures to place objects together correctly.
  8. Identify detail and assembly techniques to properly fabricate products.
  9. Develop and build a project from concept through production. **\*\*Requires Critical Thinking\*\***
  10. Program and use the CNC press brake in the fabrication of projects. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Apply common shop safety practices.
  2. Recognize common weld methods; blueprint directions and symbols.
  3. Synthesize tooling and fixtures to place objects together correctly.
  4. Demonstrate an understanding of Structural steel fabrication methods.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Laboratory**  
Demonstration and practice
  - **Lecture/Discussion**  
Powerpoints, demonstrations and discussion
- 

## Assignments

### Reading Assignments

Chapters from books and handouts as assigned

### Other Assignments

Watch the careers in welding video and complete the quiz.

---

## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Skills Demonstrations/Performance Exam
  - Other  
Final Project
- 

## Course Materials

### Textbooks:

1. Frank Marlow. *Welding Fabrication & Repair, Questions and Answers*, Industrial Press, 2002, ISBN: 0-8311-3155-1

### Other:

1. Students will be required to provide safety equipment and clothing required for working in a welding shop.
- 

Generated on: 6/19/2018 12:25:01 PM