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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

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

Minimum Qualifications for Instructors

- Chemistry (Masters Required)
-

Course Description

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

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. The Scientific Method
2. Scientific Measurement
3. Theory of Atomic Structure
4. Chemical Bonding and Molecular Structure

5. Shapes and Properties of Molecules
6. Inorganic Chemical Nomenclature
7. Chemical Reactions and Equations
8. Ideal Gases
9. Aqueous Solutions
10. Chemical Equilibrium
11. Acids, Bases and Electrolytes

Objectives

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

Student Learning Outcomes

1. CSLO1 Upon completion of the course, students will recognize, define, and implement chemistry-relevant terminology.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

- **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 2. CSLO2 Upon completion of the course, students will analyze and describe atomic and molecular structure and radiation phenomena.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 3. CSLO3 Upon completion of the course, students will demonstrate proficiency in performing chemistry-relevant calculations.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 4. CSLO4 Upon completion of the course, students will choose and accurately evaluate information from the Periodic Table of the Elements.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 5. CSLO5 Upon completion of the course, students will assess and critique the relationship of chemicals to the condition of the Earth's ecosystems.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 6. CSLO6 Upon completion of the course, students will accurately identify and categorize various forms of matter and energy.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 7. CSLO7 Upon completion of the course, students will correctly identify, sort and explain phenomena related to chemical equilibrium and chemical kinetics.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

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

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Name _____

Chemistry 10

Yuba College

ELECTROLYTES

Contrary to a common misconception, pure water will not conduct an electric current. However, when 'electrolytes' are dissolved in water, the resulting 'aqueous solutions' (i.e., anything dissolved in water) will conduct electricity. Electrolytes are substances that form 'ions' which are free to move in the solution. Ions are pieces of matter, either atoms or groups of atoms, which carry an electrical charge. This electrical charge may be positive, in which case the ions are called 'cations', or negative, in which case they are called 'anions'. Examples of ions include:

- monatomic (single atom) cations such as Na^+ , Ca^{+2} and Al^{+3}
- monatomic anions such as Cl^- , S^{-2} and P^{-3}
- polyatomic (multiple atom) cations such as NH_4^+
- polyatomic anions such as NO_3^- , O_2^{-2} and PO_4^{-3}

Electric current can be conducted through an electrolyte solution due to the movement of these ions. This is the same method by which your nervous system sends signals throughout your body. The ions in an aqueous electrolyte solution are the result of the 'dissociation', i.e., the process of compounds separating into ions when dissolved in water. For example:

- $\text{NaCl} \rightleftharpoons \text{Na}^+ + \text{Cl}^-$
- $\text{NaOH} \rightleftharpoons \text{Na}^+ + \text{OH}^-$
- $\text{HCl} \rightleftharpoons \text{H}^+ + \text{Cl}^-$
- $\text{CH}_3\text{COOH} \rightleftharpoons \text{CH}_3\text{COO}^- + \text{H}^+$

Electrolytes, i.e., compounds that dissociate or ionize in water, may be acids, bases or salts, depending on the ions in solution. In acids, the cation is the hydrogen ion, H^+ . In bases, the anion is the hydroxide ion, OH^- . In salts, the cation is a metal ion, e.g., Na^+ , K^+ , Ca^{+2} , etc.

Electrolytes vary in their efficiency of dissociation and therefore in their ability to conduct electricity in solution. Electrolytes are classified as 'strong' or 'weak' depending on the extent to which they exist as ions in solutions. Strong electrolytes are essentially

100 percent ionized in water, i.e., they exist totally as ions in solution. There are two types of strong electrolytes, water soluble salts, e.g.,

- $\text{NaCl} \rightleftharpoons \text{Na}^+ + \text{Cl}^-$ (see solubility rules to identify soluble salts) and strong acids, e.g.
- $\text{HCl} \rightleftharpoons \text{H}^+ + \text{Cl}^-$ (see the list of seven strong acids)

Weak electrolytes are considerably less ionized, only a small amount of the dissolved substance exists as ions, the remainder being molecular form. Weak electrolytes are weak

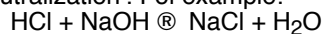
acids, i.e., all acids other than those listed as strong acids. For example,

- $\text{CH}_3\text{COOH} \rightleftharpoons \text{CH}_3\text{COO}^- + \text{H}^+$ (where CH_3COOH represents 'glacial' acetic acid
and $\text{CH}_3\text{COO}^- + \text{H}^+$ represents aqueous acetic acid)

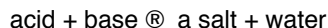
Not all substances are electrolytes. There are two types of nonelectrolytes, water insoluble salts (see solubility rules) and molecular compounds, e.g., sucrose, $\text{C}_{12}\text{H}_{22}\text{O}_{11}$, and common alcohols, both of which dissolve in water but are nonconductors because they do not form ions. Molecular compounds are identified by recognizing that they are entirely composed of nonmetallic elements. (Note: sucrose, $\text{C}_{12}\text{H}_{22}\text{O}_{11}$, may be specified as 'table

sugar' but there are hundreds of different sugars.)

The term 'salt' is actually a nickname. Salts are formally known as 'ionic compounds' and always consist of positively charged metal ions and negatively charged ions. (Note: sodium chloride, NaCl, may be specified as 'table salt' but there are hundreds of different salts.) Salts may be formed by the reaction of acids and bases, or by replacing the hydrogen atoms in an acid with a metal, or by interaction of two other salts. There are many more salts than acids and bases. For example, for a single acid, such as HCl, we can produce many chloride salts (e.g. NaCl, KCl, CaCl₂, NH₄Cl, FeCl₃, etc.). The reaction of an acid and a base to form water and a salt is known as 'neutralization'. For example:



or, in general



Complete the table for each of the substances tested in the demonstration. Fill in each space with a circle to indicate your prediction. During the demonstration, mark an "X" in the appropriate location.

	Strong Electrolyte	Weak Electrolyte	Nonelectrolyte
Aqueous Table Salt NaCl _(aq)			
Deionized Water			
Tap Water			
Aqueous Table Sugar (Sucrose) C ₁₂ H ₂₂ O _{11(aq)}			
Orange Juice			
Vinegar			

Soda Water			
Aqueous Ammonia $\text{NH}_3(\text{aq})$			
Toilet Bowl Cleaner			

Methods of Evaluation

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

Course Materials

Textbooks:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

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

Minimum Qualifications for Instructors

- Chemistry (Masters Required)
-

Course Description

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

Conditions of Enrollment

MATH 50 with a "C" or better strongly recommended.

Advisories

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

Content

Course Lecture Content

1. What is Chemistry?
2. Standards of Measurement
3. Properties of Matter
4. Elements and Compounds
5. Atomic Theory and Structure
6. Periodic Arrangement of Elements
7. Chemical Bonds
8. Nomenclature of Inorganic Compounds
9. Chemical Equations
10. Stoichiometry
11. Solutions
12. Chemical Equilibrium
13. Acids, Bases, Salts
14. Oxidation-reduction
15. Nuclear Chemistry

Course Lab/Activity Content

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

Objectives

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

Student Learning Outcomes

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

5. CSLO5 Upon completion of the course, students will follow written directions; identify and manipulate common laboratory equipment; perform and record measurements.
- **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

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

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Chemistry 2A Yuba
College

Name _____

Lab Section _____

Locker Number _____

Lab Report #19: Gas Stoichiometry

Follow all safety guidelines. Measure and record all data to the highest precision. Record your data on the report form as you complete each measurement, never on a scrap of paper which can be lost or misplaced. WRITE ALL NUMBERS USING PROPER UNITS AND SIGNIFICANT FIGURES. SHOW WORK ON ALL CALCULATIONS.

to sink

1. Write a balanced equation for the reaction of sodium bicarbonate and hydrochloric acid.
1. Measure and record the mass of a clean, dry 250 mL Erlenmeyer flask. Note: the flask must be scrupulously dry.

Report to the instructor with your flask to obtain a sample of the unknown mixture (sodium bicarbonate with an inert contaminant). Measure and record the mass of the sample and flask.

Calculate the mass of the sample mixture.

1. Set up the pneumatic trough next to the sink and allow the overflow tube to dangle into the sink. Fill the trough with water until the water flows out through the overflow tube into the sink. Fill the glass body of a 50 mL graduated cylinder with water and invert it in the trough, placing it above the gas inlet port. Make sure that air bubbles are not trapped in the cylinder; if they are, repeat the filling process.
 - a. When your team is ready for gas collection, add 30 mL of dilute (1 M) hydrochloric acid solution to the flask and immediately insert the stopper connected to hose of the trough. Grasp the flask at its neck while wrapping your index and middle fingers over the top of the stopper (on either side of the outlet hose) to constantly hold it tightly in the flask. Gently swirl the flask constantly to keep gas flowing into the pneumatic trough; do not shake the flask. Continue the procedure until gas collection is complete. BEFORE MOVING THE GRADUATED CYLINDER FROM ITS POSITION, record the volume of gas collected and the difference in water levels in the trough and graduated cylinder (see step 5).

Gas volume (mL)

Convert the gas volume to liters.

1. Difference in water levels in the trough and graduated cylinder (h, in mm).

Calculate the pressure difference (DP) in torr (mm Hg) between the collected carbon dioxide and the atmosphere. (Note: mercury is about 13.59 times as dense as water.)

$$= \text{mm Hg} = \text{DP (torr)}$$

- Record the temperature ($^{\circ}\text{C}$) of the water in the trough.

Convert the gas temperature (water bath) to Kelvin.

- Record the barometric pressure (P_{baro} , torr).

Using an Exam Cover page, determine the vapor pressure of water ($P_{\text{H}_2\text{O}}$, torr) at the experiment (water bath) temperature.

Calculate the partial pressure of the carbon dioxide gas: $P_{\text{CO}_2} = P_{\text{baro}} - \Delta P - P_{\text{H}_2\text{O}}$.

Convert the partial pressure of CO_2 to atmospheres.

- Use the general ideal gas law to calculate the number of moles of carbon dioxide gas collected.
- Based on the number of moles of gas collected, and assuming the sodium bicarbonate to be the limiting reactant, use stoichiometry dictated in the equation written in step 1 to calculate the mass of sodium bicarbonate that was present in your test sample.
- Calculate the percentage (by mass) of sodium bicarbonate in your test sample.

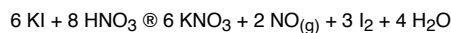
$\% \text{NaHCO}_3$

$$= \frac{\text{g, NaHCO}_3}{\text{g, mixture}} (100 \%)$$

QUESTIONS.

Include a stoichiometry pathway diagram; solve each calculation using a single track. Write all numbers using proper units and significant figures. Show work on all calculations.

- What volume of nitrogen monoxide gas, measured at STP, will be produced if 332 g of potassium iodide is reacted?

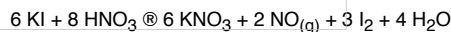


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(a) calculation track:

(b) gas law calculation:

- If 10.0 L of nitrogen monoxide gas is collected at 372 torr and 25°C , what mass of nitric acid was reacted?

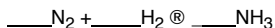


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(a) gas law calculation:

(b) calculation track:

- When 1.40 kg of nitrogen react, what volume of ammonia gas, measured at STP, will be formed?

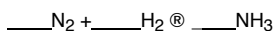


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(a) calculation track:

(b) gas law calculation:

1. What volume of ammonia measured at 35 °C and 765 torr, will be produced from 2.70 g of hydrogen?

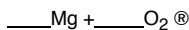


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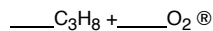
(a) calculation track:

(b) gas law calculation:

1. What volume of oxygen is consumed, at STP, when a 243 mg magnesium flare is burned?



1. How many molecules of propane gas, C₃H₈, must be combusted to produce 1000. L of carbon dioxide at 100. °C and 1.00 atmosphere?



1. What mass of potassium carbonate is required to react with nitric acid to produce 175 mL of carbon dioxide at STP?

1. Sodium chloride and oxygen may be combined to produce sodium chlorate.

If 426 mg of product is to be prepared in a particular experiment, what will be the pressure, in torr, of reactant gas used in a 250. mL flask at 35 °C?

Methods of Evaluation

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

Course Materials

Textbooks:

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

Manuals:

1. Langston, John (editor). *Chemistry 2A Supplements*, -- ed. --, 2018, ISBN: --
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

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

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

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

Conditions of Enrollment

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

Content

Course Lecture Content

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation

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

Course Lab/Activity Content

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

- 1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
- 2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
- 3. Articulation
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
- 4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
- 5. Style and performance practices
 - a. Study and execution of appropriate style for literature from various style periods
 - b. Study and execution of appropriate performance practices for literature from various style periods
- 6. Solo opportunities

- a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
 - b. Learn to improvise as necessary
 - 7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
 - 8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation
 - c.
-

Objectives

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

Student Learning Outcomes

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

Methods of Instruction

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

Assignments

Other Assignments

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

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

Methods of Evaluation

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

Course Materials**Other:**

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

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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

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

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

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

Content

Course Lecture Content

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

Course Lab/Activity Content

1. Apply lecture contents to play with correct pitches, rhythms, intonation, articulation and expression.
2. Rehearse in sectional and with the entire band to develop appropriate tone, blend and balance.
3. Apply lecture contents to play with appropriate style and performance practice for each musical work.

4. Develop improvisation skills as solo opportunities arise.
 5. Demonstrate professional standard of conduct in rehearsals and performances.
-

Objectives

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

Student Learning Outcomes

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

Methods of Instruction

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

Assignments

Other Assignments

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

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

Methods of Evaluation

- **Laboratory Assignments**

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

Course Materials

Other:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
 Total contact hours in class: 36.0
 Lecture hours: 9.0
 Lab hours: 27.0
 Hours outside of class: 18.0
Repeatable: Yes (3)
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

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

Content

Course Lecture Content

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

- b. Study and execution of appropriate style for literature in various sub-genres of jazz
 - c. Study and execution of appropriate performance practices for literature in various sub-genres of jazz
- 6. Solo opportunities
 - a. Learn the mechanism of jazz improvisation
 - b. Perform solo improvisation with good tone, rhythmic and timing finesse, expressivity and correct style as opportunity arises
- 7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
- 8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Course Lab/Activity Content

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

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

Objectives

- 1. Formulate and evaluate an educated and knowledgeable interpretation of proper musical sound and style of composition as it pertains to an individual musician and to the entire band. ****Requires Critical Thinking****
- 2. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sounds simultaneously. ****Requires Critical Thinking****
- 3. Recognize and demonstrate various Jazz styles and techniques including improvisation on student's instrument. ****Requires Critical Thinking****

4. Acquire an increased knowledge of Jazz styles, improvisation, evolution of jazz idioms and emulation of jazz performers
5. Play with accurate pitches, rhythms and intonation.
6. Play with the articulation, dynamics, phrasing, and expression as directed.
7. Demonstrate appropriate blend, balance and sound within the section and the ensemble. ****Requires Critical Thinking****

Student Learning Outcomes

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

Methods of Instruction

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

Assignments

Other Assignments

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

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

Methods of Evaluation

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

Course Materials

Other:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 11R
Full Course Title: Intercollegiate Basketball - Men
Short Title: IC Basketball - Men
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 87.5
Total contact hours in class: 87.5
Lab hours: 87.5
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
 - Health (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Preparation and competition for Intercollegiate Men's basketball. Collegiate techniques and strategies will be implemented.

Content

Course Lecture Content

1. Basketball Skills and Techniques
 - a. Dribbling
 - b. Passing
 - c. Screening
 - d. Rebounding
 - e. Shooting
 - f. Defense
2. Team Offensive Patterns against Various Defenses
 - a. Man and Zone Defenses
 - b. Trapping Defenses
 - c. Combination Defenses

- d. Special Situations
- 3. Team Defense
 - a. Man vs Zone
 - b. Pressure and Trapping
 - c. Combination
- 4. Game Organization
- 5. Collegiate Rules of Play

Course Lab/Activity Content

1. Intercollegiate practice and play
 2. Video analysis
-

Objectives

1. Perform fundamental skills in game situations.
 2. Execute team offensive patterns.
 3. Execute team defenses.
 4. Demonstrate ability to perform game plan within team framework.
 5. Demonstrate knowledge of the rules.
 6. Analyze rules and objectives. Discuss problem solving exercises. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate basketball offenses. Assessment Method: Instructor provided physical assessment exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Upon completion of this course, the student should be able to apply proper etiquette and sportsmanship during their athletic experience. Assessment Method: Upon completion of the season, the coach and student will evaluate sportsmanship demonstrated by the athlete.
 - **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.
3. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate basketball defenses. Assessment Method: Instructor provided physical assessment exam.
 - **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**
- **Other**
Skills practice

Assignments

Other Assignments

Video analysis of individual game and practice performance.

Methods of Evaluation

- **Oral Tests/Class Performance**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**
Physical Testing

Course Materials

Other:

1. Game video analysis as assigned by instructor.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 12R
Full Course Title: Intercollegiate Track and Field - Men
Short Title: IC Track/Field Men
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 175.0
Total contact hours in class: 175.0
Lab hours: 175.0
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Preparation and competition for Intercollegiate Men's Track and Field. Collegiate techniques and strategies will be implemented.

Content

Course Lecture Content

1. Proper Techniques for Competition in the Following Events:
 - a. 100m
 - b. 200m
 - c. 400m
 - d. 800m
 - e. 1500m
 - f. 5000m
 - g. 10,000m
 - h. 3000m
 - i. 400m relay
 - j. 1600m relay

- k. 110m HH
 - l. 400m IH
 - m. Shot Put
 - n. Discus
 - o. Javelin
 - p. High Jump
 - q. Long Jump
 - r. Triple Jump
 - s. Pole Vault
 - t. Hammer
 - u. Additional Relays
 - v. Decathlon
- 2. Physical Conditioning as Required for each Event Listed
 - 3. Mental Preparation
 - 4. Event Tactics
 - 5. Event Rules
 - 6. Nutrition

Course Lab/Activity Content

- 1. Proper Techniques for Competition in the Following Events:
 - a. 100m
 - b. 200m
 - c. 400m
 - d. 800m
 - e. 1500m
 - f. 5000m
 - g. 10,000m
 - h. 3000msc
 - i. 400m relay
 - j. 1600m relay
 - k. 110m HH
 - l. 400m IH
 - m. Shot Put
 - n. Discus
 - o. Javelin
 - p. High Jump
 - q. Long Jump
 - r. Triple Jump
 - s. Pole Vault
 - t. Hammer
 - u. Additional Relays
 - v. Decathlon
- 2. Physical Conditioning (as required for each event listed)
- 3. Mental Preparation
- 4. Event Tactics
- 5. Event Rules
- 6. Nutrition

Objectives

1. Recognize proper event technique.
2. Explain proper event technique.
3. Evaluate performances.
4. Compare existing technique and proper technique. ****Requires Critical Thinking****
5. Participate in practice session leading to intercollegiate competition.
6. Participate in one or more events in an intercollegiate competition.
7. Analyze and evaluate diet.

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate the knowledge of proper conditioning for track and field events. Assessment Method: Instructor provided physical assessment exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Upon completion of this course, the student should be able to demonstrate advanced track and field skills appropriate for intercollegiate competition. Assessment Method: Instructor provided physical assessment exam.
 - **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.
3. Upon completion of this course, the student should be able to demonstrate the knowledge of proper mental preparation for track and field events. Assessment Method: Instructor provided verbal assessment test.
 - **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**
- **Other**
Skills practice.

Assignments

Other Assignments

Video analysis of individual event and practice performance.

Methods of Evaluation

- **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Skill analysis on DVD.
-

Course Materials**Other:**

1. Readings about various skill techniques as assigned by their instructor.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 15R
Full Course Title: Intercollegiate Football
Short Title: IC Football
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 175.0
Total contact hours in class: 175.0
Lab hours: 175.0
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Preparation for intercollegiate competition. Daily practice sessions including intercollegiate competition with other colleges. Practice includes instruction in offensive and defensive systems, instructions with various techniques associated with the positions played either in the offensive or defensive systems, and conditioning.

Content

Course Lecture Content

1. Offensive/Defensive Systems
 - a. Numbering System
 - b. Formation/Recognition
 - c. Pass/Run Schemes
2. Kicking Game
 - a. Punt/Return
 - b. Kick-Off/Return
 - c. PAT/Block
3. Physical conditioning
 - a. Game Preparation-Physical

- b. Game Preparation-Mental
- 4. Scouting Opponents
 - a. Scouting Report
 - b. Video Review of Opponent

Course Lab/Activity Content

- 1. Offensive/Defensive Systems
 - a. Numbering System
 - b. Formation/Recognition
 - c. Pass/Run Schemes
- 2. Kicking Game
 - a. Punt/Return
 - b. Kick-Off/Return
 - c. PAT/Block
- 3. Physical Conditioning
 - a. Game Preparation-Physical
 - b. Game Preparation-Mental
- 4. Scouting Opponents
 - a. Scouting Report
 - b. Video Review of Opponent

Objectives

- 1. Compete in intercollegiate competition.
- 2. Analyze opponents' video of their offensive and defensive strategies.
- 3. Analyze opponents' offensive/defensive systems. ****Requires Critical Thinking****
- 4. Demonstrate skill proficiency for offensive techniques.
- 5. Demonstrate skill proficiency for defensive techniques.

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate football offenses. Assessment Method: Instructor provided physical assessment exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 2. Upon completion of this course, the student should be able to apply proper etiquette and sportsmanship during their athletic experience. Assessment Method: Upon completion of the season, the coach and student will evaluate sportsmanship demonstrated by the athlete.
 - **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.
 - 3. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate football defenses. Assessment Method: Instructor provided physical assessment exam.
 - **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**
 - **Other**
Demonstration of skills.
-

Assignments

Other Assignments

Video analysis of individual game and practice performance.

Methods of Evaluation

- **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Evaluate individual game performance on DVD.
-

Course Materials

Other:

1. Reading about techniques and strategies related to football as assigned by the instructor.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 16R
Full Course Title: Intercollegiate Soccer-Men
Short Title: IC Soccer - Men
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 175.0
Total contact hours in class: 175.0
Lab hours: 175.0
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Intercollegiate soccer competition including: shooting, heading, controlling, dribbling, passing, tackling, scoring, and goal keeping. Practice and competition required.

Content

Course Lecture Content

1. Soccer Skills and Techniques
 - a. Passing
 - b. Shooting
 - c. Dribbling
 - d. Heading
 - e. Tackling
 - f. Goal Keeping
2. Game Strategies
 - a. Offense
 - b. Defense
 - c. Advanced game strategies

3. Rules of Play and Officiating
 - a. Rules
 - b. Officiating responsibilities: demonstration of an understanding of the rules and procedure
 - c. Official signals
4. Intercollegiate Competition
 - a. Game experience
 - b. Practice performance of both the basic and advanced skills necessary to compete
 - c. Conditioning for competition

Course Lab/Activity Content

1. Soccer Skills and Techniques
 - a. Passing
 - b. Shooting
 - c. Dribbling
 - d. Heading
 - e. Tackling
 - f. Goal Keeping
 2. Game Strategies
 - a. Offense
 - b. Defense
 - c. Advanced game strategies
 3. Rules of Play and Officiating
 - a. Rules
 - b. Officiating responsibilities: demonstration of an understanding of the rules and procedure
 - c. Official signals
 4. Intercollegiate Competition
 - a. Game experience
 - b. Practice performance of both the basic and advanced skills necessary to compete
 - c. Conditioning for competition
-

Objectives

1. Demonstrate and describe the various advanced skills and techniques for soccer.
 2. Diagnose the competition's strengths and weaknesses. ****Requires Critical Thinking****
 3. Develop team play using various offenses and defenses.
 4. Demonstrate the ability to use advanced skills and techniques in a competitive intercollegiate game.
 5. Compete according to the official rules of the game.
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate soccer offenses. Assessment Method: Instructor provided physical assessment exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

2. Upon completion of this course, the student should be able to apply proper etiquette and sportsmanship during their athletic experience. Assessment Method: Upon completion of the season, the coach and student will evaluate sportsmanship demonstrated by the athlete.
 - **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.
 3. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate soccer defenses. Assessment Method: Instructor provided physical assessment exam.
 - **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**
 - **Other**
Participate in IC competitions.
-

Assignments

Other Assignments

Video analysis of individual game and practice performance.

Methods of Evaluation

- **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Demonstrate and analyze skills needed for competitive intercollegiate soccer.
-

Course Materials

Other:

1. Soccer equipment - cleats, shin guards, etc.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 17R
Full Course Title: Intercollegiate Baseball
Short Title: IC Baseball
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 175.0
Total contact hours in class: 175.0
Lab hours: 175.0
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Preparation for intercollegiate baseball competition. Collegiate baseball techniques and strategies performed. Practice and competition required.

Content

Course Lecture Content

1. Conditioning
2. Advanced Concepts and Defensive Skills
 - a. Fielding
 - b. Positioning
 - c. Throwing
 - d. Pitching
3. Advanced Concepts and Offensive Skills
 - a. Hitting
 - b. Base Running

- c. Bunting
- d. Sliding
- 4. Systems of Defensive Play
 - a. Cut-offs and Relays
 - b. Bunt Coverage
 - c. Run-Downs
 - d. Steal Coverage
 - e. Back Up Plays
- 5. Systems of Offensive Play
 - a. Hitting to Right Side
 - b. Bunting Situations
 - c. Hit and Run
 - d. Steals and Double Steals
- 6. Rules and Procedures
- 7. Intercollegiate Competition

Course Lab/Activity Content

- 1. Conditioning
 - 2. Advanced Concepts and Defensive Skills
 - a. Fielding
 - b. Positioning
 - c. Throwing
 - d. Pitching
 - 3. Advanced Concepts and Offensive Skills
 - a. Hitting
 - b. Base Running
 - c. Bunting
 - d. Sliding
 - 4. Systems of Defensive Play
 - a. Cut-offs and Relays
 - b. Bunt Coverage
 - c. Run-Downs
 - d. Steal Coverage
 - e. Back Up Plays
 - 5. Systems of Offensive Play
 - a. Hitting to Right Side
 - b. Bunting Situations
 - c. Hit and Run
 - d. Steals and Double Steals
 - 6. Rules and Procedures
 - 7. Intercollegiate Competition
-

Objectives

- 1. Perform fundamental skills in game-like situations.
- 2. Accurately execute the fundamentals of hitting, fielding, throwing, bunting, catching, running and sliding.
- 3. Perform offensive and defensive actions including: percentage bunting, base stealing, hit and run, backing up bases, steal coverage, and cut-offs and relays.
- 4. Describe and put into practice a team pattern and strategy of play both offensively and defensively at the

intercollegiate level. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, the student should be able to apply advanced baseball tactics/skills appropriate to IC level athletic competition . Assessment Method: Upon exit interview, student and coach will discuss and evaluate the athlete's skills.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Upon completion of this course, the student should be able to apply proper etiquette and sportsmanship during their athletic experience. Assessment Method: Upon completion of the season, the coach and student will evaluate sportsmanship demonstrated by the athlete.
 - **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.
3. Upon completion of this course, the student should be able to acquire knowledge necessary to assess various contest situations and apply solutions. Assessment Method: Instructor provided assessment exam.
 - **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**
- **Other**
Skills practice.

Assignments

Other Assignments

Video analysis of individual game and practice performance.

Methods of Evaluation

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

Video analysis.

Course Materials

Other:

1. Yearly updated rules and regulations
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 31R
Full Course Title: Intercollegiate Volleyball- Women
Short Title: IC Volleyball-Women
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 175.0
Total contact hours in class: 175.0
Lab hours: 175.0
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Preparation for intercollegiate volleyball competition. Collegiate level game strategies and techniques performed. Practice and competition required.

Content

Course Lecture Content

1. Volleyball Skills and Techniques
 - a. Passing
 - b. Attacking
 - c. Setting
 - d. Serving - Floater, Topspin and Jump
 - e. Blocking - Single, Double and Triple
 - f. Defensive Skills - Rolls, Sprawls and Dives
2. Game Strategies
 - a. 6-2 Offense
 - b. 5-1 Offense
 - c. Rotation Defense

- d. Read Defense
 - e. Advanced Game Strategies
- 3. Rule of Play and Officiating
 - a. NAGWS Rule Book
 - b. NCAA Rule Book
 - c. Officiating Signals
 - d. Line Official Signals
- 4. Intercollegiate Competition
 - a. Game Experience
 - b. Practice
 - c. Shot Selection

Course Lab/Activity Content

- 1. Volleyball Skills and Techniques
 - a. Passing
 - b. Attacking
 - c. Setting
 - d. Serving - Floater, Topspin and Jump
 - e. Blocking - Single, Double and Triple
 - f. Defensive Skills - Rolls, Sprawls and Dives
- 2. Game Strategies
 - a. 6-2 Offense
 - b. 5-1 Offense
 - c. Rotation Defense
 - d. Read Defense
 - e. Advanced Game Strategies
- 3. Rule of Play and Officiating
 - a. NAGWS Rule Book
 - b. NCAA Rule Book
 - c. Officiating Signals
 - d. Line Official Signals
- 4. Intercollegiate Competition
 - a. Game Experience
 - b. Practice
 - c. Shot Selection

Objectives

- 1. Analyze opponent's volleyball strengths and weaknesses. ****Requires Critical Thinking****
- 2. Develop team play using various offenses and defenses.
- 3. Demonstrate the ability to use advanced skills and techniques in a competitive intercollegiate match.
- 4. Score and officiate a volleyball match.
- 5. Achieve a minimum standard on a test of advanced volleyball skills.
- 6. Demonstrate and describe the various advanced skills and techniques for volleyball.

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate volleyball offenses. Assessment Method: Instructor provided physical assessment exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Upon completion of this course, the student should be able to apply proper etiquette and sportsmanship during their athletic experience. Assessment Method: Upon completion of the season, the coach and student will evaluate sportsmanship demonstrated by the athlete.
 - **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.
3. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate volleyball defenses. Assessment Method: Instructor provided physical assessment exam.
 - **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**
- **Other**
Skills practiced, Video viewing, Competition

Assignments

Other Assignments

Video analysis of individual game and practice performance.

Methods of Evaluation

- **Oral Tests/Class Performance**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**
Video analysis.

Course Materials

Other:

1. Assigned volleyball match analysis from internet sources.

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 32R
Full Course Title: Intercollegiate Basketball - Women
Short Title: IC Basketball-Women
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 87.5
Total contact hours in class: 87.5
Lab hours: 87.5
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Preparation for intercollegiate women's basketball. Collegiate level techniques and strategies for competition will be performed.

Content

Course Lecture Content

1. Basketball Skills and Techniques
 - a. Dribbling
 - b. Passing
 - c. Screening
 - d. Rebounding
 - e. Shooting
 - f. Defense
2. Team Offensive Patterns vs.
 - a. Man and Zone Defenses
 - b. Trapping Defenses
 - c. Combination Defenses

- d. Special Situations
- 3. Team Defense:
 - a. Man vs Zone
 - b. Pressure and Trapping
 - c. Combination
- 4. Game Organization
- 5. Collegiate Rules of Play

Course Lab/Activity Content

1. Intercollegiate practice and play
 2. Video analysis
-

Objectives

1. Perform fundamental skills in game situations.
 2. Execute team offensive patterns.
 3. Execute team defense.
 4. Demonstrate ability to perform game plan within team framework.
 5. Demonstrate knowledge of the rules.
 6. Analyze team defensive and offensive strategies. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate basketball offenses. Assessment Method: Instructor provided physical assessment exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Upon completion of this course, the student should be able to apply proper etiquette and sportsmanship during their athletic experience. Assessment Method: Upon completion of the season, the coach and student will evaluate sportsmanship demonstrated by the athlete.
 - **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.
3. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate basketball defenses. Assessment Method: Instructor provided physical assessment exam.
 - **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**
- **Other**
Observation, Participation, Skill practice

Assignments

Other Assignments

Video analysis of individual game and practice performance.

Methods of Evaluation

- **Oral Tests/Class Performance**
- **Participation**
- **Skills Demonstrations/Performance Exam**
- **Other**
Video analysis.

Course Materials

Other:

1. Yearly update rules and regulations

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 33R
Full Course Title: Intercollegiate Softball - Women
Short Title: IC Softball-Women
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 175.0
Total contact hours in class: 175.0
Lab hours: 175.0
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Intercollegiate softball competition, individual skills, position play, team play, and game strategy. Practice and competition required.

Content

Course Lecture Content

1. Softball Skills and Techniques
 - a. Hitting
 - b. Throwing
 - c. Base Running
 - d. Bunting
2. Game Strategies
 - a. Pitching
 - b. Defense Positioning for Various Game Situations
 - c. Situational Hitting
 - d. Advanced Game Strategies
3. Rule of Play and Officiating

- a. Game Signals from the Coach
 - b. Umpiring
 - c. Officiating Signals
- 4. Intercollegiate Competition
 - a. Game Experience
 - b. Practice

Course Lab/Activity Content

- 1. Softball Skills and Techniques
 - a. Hitting
 - b. Throwing
 - c. Base Running
 - d. Bunting
 - 2. Game Strategies
 - a. Pitching
 - b. Defense Positioning for Various Game Situations
 - c. Situational Hitting
 - d. Advanced Game Strategies
 - 3. Rule of Play and Officiating
 - a. Game Signals from the Coach
 - b. Umpiring
 - c. Officiating Signals
 - 4. Intercollegiate Competition
 - a. Game Experience
 - b. Practice
-

Objectives

- 1. Demonstrate and describe the various advanced skills and techniques for softball.
 - 2. Analyze students' softball strengths and weaknesses and perform drills to increase skills. ****Requires Critical Thinking****
 - 3. Develop team play using various offensive and defensive strategies.
 - 4. Demonstrate the ability to use advanced skills and techniques in a competitive intercollegiate softball game.
 - 5. Demonstrate the knowledge of scoring and officiating a softball game.
 - 6. Analyze personal performance of both the basic and advanced skills necessary to compete.
 - 7. Develop an understanding of the rules and procedures of competition and conditioning for competition.
 - 8. Compete according to the official rules of the game.
-

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate softball offensive strategies. Assessment Method: Instructor provided physical assessment exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent

- with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Upon completion of this course, the student should be able to apply proper etiquette and sportsmanship during their athletic experience. Assessment Method: Upon completion of the season, the coach and student will evaluate sportsmanship demonstrated by the athlete.
- **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.
3. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate softball defensive strategies. Assessment Method: Instructor provided physical assessment exam.
- **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**
 - **Other**
Skills practice.
-

Assignments

Other Assignments

Video analysis.

Methods of Evaluation

- **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Demonstration of knowledge
-

Course Materials

Other:

1. As assigned by instructor.
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 35R
Full Course Title: Intercollegiate Cross Country
Short Title: IC Cross Country
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 175.0
Total contact hours in class: 175.0
Lab hours: 175.0
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Physical Education (Masters Required) **Or**
 - Health (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Preparation for intercollegiate Cross Country competition. Collegiate level course strategies and techniques performed. Practice and competition is required.

Content

Course Lecture Content

A. Pre-season conditioning and fitness

1. Distance Training
2. Weight Training
3. Sprint Training

B. Early season team preparation

1. Equipment
 2. Team rules
 3. Eligibility, school unit requirements and academic performance
 4. Physicals
- C. Practice
1. Warm-up variations
 2. Individual skill development
 3. Team cohesion
 4. Cool-down
- D. Race strategies and tactics
1. Spacing between competitors
 2. Group and individual blocking
 3. Individual pacing throughout the event
 4. Racing in hills vs. level ground
- E. Intercollegiate competition
1. Participation in competition
 2. Individual and team goals
 3. Scoring for races

Course Lab/Activity Content

- A. Pre-season conditioning and fitness
1. Distance training
 2. Weight training
 3. Sprint training
- B. Early season team preparation
1. Equipment
 2. Team rules
 3. Eligibility, school unit requirements and academic performance
 4. Physicals

C. Practice

1. Warm-up variations
2. Individual skill development
3. Team cohesion
4. Cool-down

D. Race strategies and tactics

1. Spacing between competitors
2. Group and individual blocking
3. Individual pacing throughout the event
4. Racing in hills vs. level ground

E. Intercollegiate competition

1. Participation in competition
 2. Individual and team goals
 3. Scoring for races
-

Objectives

1. Analyze and apply the rules concerning the sport of cross country. ****Requires Critical Thinking****
 2. Perform the techniques and execute the strategies necessary to compete in intercollegiate cross country.
 3. Evaluate performance in all aspects of the sport, including technique and race strategies.
 4. Apply an appropriate level of sport-specific physical conditioning to compete at the intercollegiate level.
 5. Demonstrate positive social behavior (sportsmanship, leadership, etc.) in a sports environment.
 6. Utilize performance enhancing strategies (goal setting, concentration techniques, etc.) in practice and competition. ****Requires Critical Thinking****
 7. Compete in intercollegiate meets.
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate the knowledge of proper race strategies for intercollegiate cross country. Assessment Method: Instructor provided exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

- **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - 2. Upon completion of this course, the student should be able to apply proper etiquette and sportsmanship during their athletic experience. Assessment Method: Upon completion of the season, the coach and student will evaluate sportsmanship demonstrated by the athlete.
 - **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.
 - 3. Upon completion of this course, the student should be able to demonstrate the knowledge of proper individual pacing during cross country events. Assessment Method: Instructor provided exam.
 - **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**
 - **Other**
Skills practice.
-

Assignments

Other Assignments

Describe, and evaluate for effectiveness your pre-competition routine. This should include what and when you eat, as well as your physical and mental preparation prior to your race.

Methods of Evaluation

- **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Students will be participating/performing in Intercollegiate Athletic events. Individual skills will be analyzed on DVD.
-

Course Materials

Other:

1. Readings and video analysis from the internet on various skills and techniques will be assigned by the instructor.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 36R
Full Course Title: Intercollegiate Track and Field - Women
Short Title: IC Track&Field - W
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 175.0
Total contact hours in class: 175.0
Lab hours: 175.0
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Preparation and competition in Intercollegiate Track and Field for Women. Advanced collegiate techniques and skills will be performed in each event.

Content

Course Lecture Content

I. Proper Techniques for Competition in the Following Events:

1. 100m
2. 200m
3. 400m
4. 800m
5. 1500m
6. 3000m
7. 5,000m

8. 400m Relay
9. 1600m Relay
10. 100m LH
11. 400m LH
12. Shot Put
13. Discus
14. Javelin
15. High Jump
16. Long Jump
17. Triple Jump
18. Heptathlon
19. Additional Relay

II. Physical Conditioning as Required for each Event Listed

III. Mental Preparation

IV. Event Tactics

V. Event Rules

VI. Nutrition

Course Lab/Activity Content

1. Proper techniques for competition in the following events:

- a. 100m
- b. 200m
- c. 400m
- d. 800m
- e. 1500m
- f. 3000m
- g. 5000m
- h. 400m Relay
- i. 1600m Relay
- j. 100m LH
- k. 400m LH
- l. Shot Put
- m. Discus
- n. Javelin
- o. High Jump
- p. Long Jump
- q. Triple Jump
- r. Heptathlon
- s. Additional Relay

2. Physical conditioning as required for each event listed

3. Mental preparation

4. Event tactics

5. Event rules

6. Nutrition

Objectives

1. Recognize proper event technique.

2. Explain proper event technique.
 3. Evaluate performances.
 4. Compare existing technique and proper technique.
 5. Participate in practice sessions leading to intercollegiate competition.
 6. Participate in one or more events in an intercollegiate competition.
 7. Analyze and evaluate diet.
 8. Analyze DVDs of event assignments. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate the knowledge of proper conditioning for track and field events. Assessment Method: Instructor provided exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 2. Upon completion of this course, the student should be able to demonstrate advanced track and field skills appropriate for intercollegiate competition. Assessment Method: Instructor provided physical assessment exam.
 - **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.
 3. Upon completion of this course, the student should be able to demonstrate the knowledge of proper mental preparation for track and field events. Assessment Method: Instructor provided physical assessment.
 - **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**
 - **Other**
Analysis of skills through DVD viewing.
-

Assignments

Other Assignments

Video analysis of individual game and practice performance.

Methods of Evaluation

- **Oral Tests/Class Performance**
 - **Participation**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Video analysis.
-

Course Materials

Other:

1. Reading assignments given by the instructor.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 37R
Full Course Title: Intercollegiate Soccer-Women
Short Title: IC Soccer - Women
TOP Code: 0835.50 - 0835.50 Intercollegiate Athletics
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 175.0
Total contact hours in class: 175.0
Lab hours: 175.0
Repeatable: Yes (3)
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Coaching **Or**
 - Kinesiology (Masters Required)
-

Course Description

Intercollegiate soccer competition including: shooting, heading, controlling, dribbling, passing, tackling, scoring, and goal keeping. Practice and competition required.

Content

Course Lecture Content

1. Soccer Skills and Techniques
 - a. Passing
 - b. Shooting
 - c. Dribbling
 - d. Heading
 - e. Tackling
 - f. Goal Keeping
2. Game Strategies
 - a. Offense
 - b. Defense
 - c. Advanced Game Strategies

3. Rules of Play and Officiating
 - a. Rules
 - b. Officiating Responsibilities: Demonstration of an Understanding of the Rules and Procedure
 - c. Official Signals
4. Intercollegiate Competition
 - a. Game Experience
 - b. Practice Performance of both the Basic and Advanced Skills Necessary to Compete
 - c. Conditioning for Competition

Course Lab/Activity Content

1. Soccer Skills and Techniques
 - a. Passing
 - b. Shooting
 - c. Dribbling
 - d. Heading
 - e. Tackling
 - f. Goal Keeping
 2. Game Strategies
 - a. Offense
 - b. Defense
 - c. Advanced Game Strategies
 3. Rules of Play and Officiating
 - a. Rules
 - b. Officiating Responsibilities: Demonstration of an Understanding of the Rules and Procedures
 - c. Official Signals
 4. Intercollegiate Competition
 - a. Game Experience
 - b. Practice Performance of both the Basic and Advanced Skills Necessary to Compete
 - c. Conditioning for Competition
-

Objectives

1. Demonstrate and describe the various advanced skills and techniques for soccer.
 2. Diagnose opponent's soccer strengths and weaknesses. ****Requires Critical Thinking****
 3. Develop team play using various offenses and defenses.
 4. Demonstrate the ability to use advanced skills and techniques in a competitive intercollegiate game.
 5. Compete according to the official rules of the game.
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate soccer offenses. Assessment Method: Instructor provided physical assessment exam.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

2. Upon completion of this course, the student should be able to apply proper etiquette and sportsmanship during their athletic experience. Assessment Method: Upon completion of the season, the coach and student will evaluate sportsmanship demonstrated by the athlete.
 - **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.
3. Upon completion of this course, the student should be able to demonstrate the knowledge of intercollegiate soccer defenses. Assessment Method: Instructor provided physical assessment exam.
 - **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**

Assignments

Other Assignments

Video analysis of individual soccer skills.

Methods of Evaluation

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

Course Materials

Other:

1. Soccer equipment - cleats, shin guards, etc.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: POLSC 1
Full Course Title: Introduction To American Government
Short Title: Intro to Amer Govt
TOP Code: -
Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

- Political Science (Masters Required)
-

Course Description

Survey of American government and politics, covering three parts: the foundations, politics, and institutions. First, it will explore the foundations of American democracy, such as: political culture, the Constitution, civil liberties, and civil rights. Second, it will analyze American politics in the aspects of the media, political parties, elections, and interest groups. Finally, political institutions will be examined, such as the Congress, the presidency, the courts, and the federal bureaucracy. State and local governments are included. Satisfies Government(s) Constitution(s) portion of California State University Title 5, Section 40404.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Course Introduction

- a. General review of American political and governmental history and landscape.
 - b. Evolution of American historical, social and cultural landscape.
 - c. Contributions of variety of national, cultural, racial/ethnic population to America before and during the colonial period.
 - d. Continuing economic, political, cultural impact of U.S. I world affairs.
- 2. National Constitutional Development
 - a. Historical background
 - i. Early attempts to regional and national unification
 - ii. Article of Confederation
 - iii. Continental congresses
 - iv. Constitutional convention
 - v. Ratification of the Constitution
 - vi. Evolution of the California constitution
 - b. Review of the Colonial and state government institutions pre and post American Revolution
 - i. Pre-revolution governance in the colonies
 - ii. Early models of self-governance
 - iii. Early state constitutions, institutions, and political processes
- 3. The Development of California's State Government
 - a. The Californians
 - i. Evolving population, history, geography, and political culture
 - ii. Governing California (Mexican and U.S. periods)
 - iii. California state and local government institutions
 - b. California's political reformers (primaries and propositions)
- 4. Techniques for National Constitutional Change
 - a. Formal amendment procedures
 - b. Informal modifications. Presidential initiative, congressional statutes, judicial review process.
- 5. Federalism
 - a. Contrast with unitary and confederation forms
 - b. Constitutional basis for state-federal separation
 - c. Development of federalism
 - i. State pre-eminence
 - ii. National supremacy (Marbury vs Madison)
 - iii. The Civil War and the issue of state's rights
 - iv. The Great Depression and the growth of the national government under Franklin D. Roosevelt.
- 6. The courts, civil liberties, and civil rights
 - a. The federal court system and judicial review
 - b. The state courts and the question of appellate and original jurisdiction
 - c. Nationalization of the U.S. Bill of Rights, the First Amendment freedoms, protection of citizens from governmental abuse and rights for criminal suspects.
 - d. Fourteen Amendment and civil rights (equal protection under the law)
 - i. National standards and state's rights
 - A. Inequity in the states
 - B. Jim Crow and de jure segregation in the South
 - C. Economic and political de facto segregation on the northern and western states
 - ii. Civil Rights movement-Civil War to the present
 - iii. Historical application of the amendment
- 7. The Legislative and Executive Branches of Government
 - a. Congress and state legislatures
 - i. Structure and organization
 - ii. Committee Systems
 - iii. Enactment of legislation
 - iv. Oversight and investigative function
 - b. Presidential and Gubernatorial Offices
 - i. Powers and limitations
 - ii. Functions of the Presidential office
 - iii. Functions of the state executive offices

- iv. California's dual executive
- c. Bureaucracy
 - i. Organizational structure
 - ii. Relationships between legislative, judicial and executive branches
- d. Functions of local municipal governments
- 8. Politics and the Citizenry
 - a. Political ideologies
 - b. Public opinion and political socialization
 - c. Political participation
 - i. Forms of participation
 - A. Conventional: voting, volunteering, contributing
 - B. Unconventional: protests, boycotts, social movements
 - ii. Participation by various population
 - A. Age
 - B. Gender
 - C. Race/ethnicity
 - iii. Political Parties
 - A. Development
 - B. Structure
 - C. Functions
 - iv. Interest Groups
 - A. Structure
 - B. Techniques Employes
 - C. Examples
 - v. Campaigns and Elections
 - A. Nomination processes
 - B. Primaries and general elections
 - vi. Mass Media
- 9. Policy Formation
 - a. Economic policies
 - i. General governmental financing
 - ii. Taxation programs
 - iii. Welfare
 - b. Foreign Policies
 - i. The United States and world affairs
 - ii. The U.S. relationship with foreign policy makers
 - iii. Defense

Objectives

1. Identify the basic principles, institutions, and processes of American government.
2. Discuss the Constitutional Convention and the ratification of the U.S. Constitution a) including the identification of the Articles of Confederation, b) including the identification of key players of the period. (e.g., Thomas Jefferson, James Madison, Alexander Hamilton, etc.)
3. Discuss the structure and principles of the U.S. Constitution and the Amendment Process a) including the system of checks and balances, b) including separation of powers, etc.. ****Requires Critical Thinking****
4. Discuss major Californian political issues ****Requires Critical Thinking****
5. Demonstrate knowledge of federalism ****Requires Critical Thinking****
6. Discuss the relative influence of a variety of populations in the United States (e.g., social groups related to

income, race/ethnicity, gender etc.) ****Requires Critical Thinking****

7. Discuss the historical development and practices of political parties, interest groups, and the impact of the mass media on American governance. ****Requires Critical Thinking****
8. Examine policy-making in a pluralistic society. ****Requires Critical Thinking****
9. Explain government policies relating to civil rights. ****Requires Critical Thinking****
10. Appraise the complexities of policy-making in a dynamic national context. ****Requires Critical Thinking****
11. Debate governmental power as related to civil liberties. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will differentiate major political concepts of American politics, such as: the functions of the three branches of the U.S. government.
 - **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. Upon completion of this course, students will analyze the opposing arguments of major political issues in American politics, such as liberal and conservative arguments on welfare and/or tax policies.
 - **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.
3. Upon completion of this course, students will identify social and political forces necessary to achieve the political/electoral participation in the U.S, such as interest groups, the media, and/or two major political parties.
 - **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

- **Lecture/Discussion**
- **Other**
Field Trips, videos

Distance Education

Delivery Methods

- Online
 - Hybrid
 - Some lecture hours will be online
 - Broadcast Education
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Research issues and topics utilizing library and Internet-based sources, complete writing assignments both in and out of class (i.e. including essay and short answer exams, thought papers, book reports and term papers or projects)

Methods of Evaluation

- **Essay/Paper**
 - **Exams**
 - **Homework**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Quizzes**
 - **Research Project**
 - **Other**
Term papers, oral presentations, online discussions, etc.
-

Course Materials

Textbooks:

1. B. Ginsberg. *We The People: An Introduction to American Politics*, 11th ed. W. W. Norton & Company, 2017, ISBN: 9780393639957
Equivalent text is acceptable
2. E. Sidilow. *GOVT 9*, 9th ed. Wadsworth Publishing, 2017, ISBN: 978-1337099783
Equivalent text is acceptable
3. James Morone and Rogan Kersh. *By the People: Debating American Government*, Brief, 3rd Edition ed. Oxford University Press, 2016, ISBN: 978-0190298890
Equivalent text is acceptable

Other:

1. Instructor may require additional material or resources such as testing materials (scantron forms, blue books, etc.) general computing, limited internet access, (email, web, etc.). Instructor shall provide students reasonable time to secure such materials
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: POLSC 2
Full Course Title: Comparative Politics
Short Title: Com Pol
TOP Code: 2207.00 - Political Science and Government, General
Effective Term: Spring 2018

Course Standards

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

Minimum Qualifications for Instructors

- Political Science (Masters Required)
-

Course Description

An introduction to comparative politics. This course compares the major political systems in selected countries, including: industrialized democracies, developing states, and current/former communist regimes. It analyzes the similarities and differences among the major states by studying their government types, ideologies, political parties, and economies. Students will learn not only the cases of various political systems but also the methods to compare them.

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**
Students will be required not only to read college level textbook(s) and other course materials but also to complete some writing assignments.
-

Content

Course Lecture Content

A. Introduction to comparative government and politics

1. Politics, government, state
2. Comparative government
3. Patterns of government/state
4. Types of states
5. Levels of government: local, federal, unitary

B. Areas for comparative analysis

1. Political culture and economic development
 - a. Social and economic factors (e.g. Scale of economy, population, and resources)
 - b. Cultural and historical factors
2. Political participation and policy making
 - a. Government institutions – functions, legitimacy, and processes
 - b. Civil society and electoral systems
 - c. Political party system
 - d. Fiscal system
 - e. Interest groups
3. State's relationships with international factors (state's major foreign relations)
 - a. Military power
 - b. Foreign policy

C. Case studies: Selected states for comparative evaluation may include but not be limited to the following:

1. Industrialized democracies: Presidential system and parliamentary system
 - a. The United States
 - b. Britain
 - c. Germany
 - d. France
 - e. European Union
 - f. Japan
 - g. Canada
2. Communist or former communist states
 - a. Russia
 - b. China
3. Developing states, including democracies, single-party regimes, military regimes, personal dictatorships, failed states
 - a. India
 - b. Iran
 - c. Saudi Arabia
 - d. Nigeria

- e. Mexico
- f. Brazil
- g. NICs (Newly Industrialized Countries, e.g. South Korea, Singapore, etc.)

Objectives

1. Effectively communicate the impact of state and non-state actors in different political systems on the development and implementation of public policy.
2. Critically analyze theories on the impact of institutions, political culture and economic inequality on the development and implementation of public policy. ****Requires Critical Thinking****
3. Discuss the impact of ethnic, cultural and economic diversity on political issues and public policy in different countries. ****Requires Critical Thinking****
4. Evaluate the ethical issues and conflicts inherent to contemporary political issues. ****Requires Critical Thinking****

Student Learning Outcomes

1. Students can distinguish major political theories and concepts used in comparative politics to analyze major political systems in industrialized democracies, developing states, and current/former communist regimes.
 - **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.
2. Students can analyze the pro/con arguments regarding major types of governments (e.g. governments with a strong executive, such as Russia, those with a presidential system, and/or those with a parliamentary system.)
 - **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.
3. Students can differentiate the importance of political culture and recognize that social and economic factors affect the political culture in various political systems. Students can identify factors that hinder democratization in post-colonial 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.
-

Methods of Instruction

- **Lecture/Discussion**
Instructors will lecture and may lead in-class discussions.
 - **Other**
Guest speakers, Collaborative group work, Web-enhanced tools, Outside research, Role playing
-

Distance Education

Delivery Methods

- Online
 - Hybrid
 - Some lecture hours will be online
 - Broadcast Education
-

Assignments

Reading Assignments

For the second week, students have to read chapter two and then take Ch.2 Treasure Hunt (pre-lecture quiz), which is a reward for students who read the textbook.

Moreover, students are expected to answer the instructor's questions and join in-class discussions based on the reading.

Writing Assignments

Research Essay

Please select one of the topics below to conduct a research and then write a five-page essay with footnotes and bibliography.

Topics to choose from:

1. Which of the following state is most likely to establish a stable democracy in the next five years: Egypt, Libya, Saudi Arabia, Syria, Tunisia, or Yemen? Why?
2. If you have to redesign the current U.S. political system into the British parliamentary system, what changes would you recommend? Why?

Sources: Must use academic sources; first-person sources (of politicians, scientists, etc.); news sources (news magazines, newspapers, academic journals, etc.)

Please submit your paper into the **Turnitin** system.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Dickovick, J. Tyler; and Eastwood, Jonathan. *Comparative Politics: Integrating Theories, Methods, and Cases*, 2nd ed. Oxford University Press, 2015, ISBN: 978-0190270995
Equivalent text is acceptable
2. Kesselman, M.; Krieger, J.; and Joseph, W.. *Introduction to Comparative Politics*, 7th ed. Cengage, 2016, ISBN: 9781285865331
Equivalent text is acceptable
3. Almond, Gabriel A., Russell J. Dalton, G. Bingham Powell, Jr., and Kaare Strom. *Comparative Politics Today: A World View*, 11th ed. New York: Pearson, 2014, ISBN: 978-0133807721
Equivalent text is acceptable
4. Hauss, Charles; and Haussman, Melissa.. *Comparative Politics, Domestic Responses to Global Challenges*, 10th ed. Wadsworth Publishing, 2018, ISBN: 978-1337554800
Equivalent text is acceptable
5. Roskin, Michael G.. *Countries and Concepts: Politics, Geography, Culture*, 13th ed. New Jersey: Pearson, 2015, ISBN: 978-0133963083
Equivalent text is acceptable

Other:

1. Case studies and handouts may be distributed in the class.
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: POLSC 3
Full Course Title: California Politics
Short Title: Cal Pol
TOP Code: 2207.00 - Political Science and Government, General
Effective Term: Spring 2018

Course Standards

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

Minimum Qualifications for Instructors

- Political Science (Masters Required)
-

Course Description

An introduction to California politics that explores state, county, and municipal governments. It examines how state politics impact Californians' daily lives with an insight into California's diverse and unique people, cultures, and political processes. Current major political issues are analyzed, such as: economic and class conflict, immigration issues, ethnic-cultural relations, and contemporary challenges that urban, suburban, and rural governments face.

Conditions of Enrollment

Advisories

- **Language - recommended eligibility for English 1A**
Students will be required not only to read college level course materials but also to complete certain writing tasks.
-

Content

Course Lecture Content

A. Early history

1. Native American settlements
2. European settlements
3. Mexican settlements

B. American annexation and statehood

1. Mexican-American War
2. Gold Rush
3. California's Constitution
4. Economic and class conflict

C. Immigration and Ethnic-Cultural Influences

D. Population growth

1. Pollution
2. Resource allocation: water and power
3. Politics of growth and planning
4. Transportation issues

E. Economy

1. Agriculture
2. Industry/manufacturing
3. High-technology
4. Politics of labor

F. Intergovernmental relations

1. California and Federalism
2. State and local relations
3. County governments
4. Special districts

G. State Legislature

1. Representation and reapportionment

2. Committee system
3. Dealing with the Governor
4. Interest groups and lobbyists

H. Governor

1. Powers
2. Appointments
3. The Plural Executive
4. The Administrative Branch

I. California Judiciary

1. Judges and state government: historical background, structure of courts, judicial selection, and access to the court
2. Judicial independence vs. judicial accountability
3. Judicial review

J. Local Government

1. County governments
2. City governments
3. Special districts
4. Regional governments
5. Local political cultures

K. Problems/issues facing urban, suburban, and rural governments

1. Economic collapse of the inner-city
2. Minority politics
3. Education
4. Management and planning

Objectives

1. Assess the impact of California's unique political and cultural history. ****Requires Critical Thinking****

2. Distinguish the separate functions of state government: legislature, governor, and courts.
3. Evaluate issues in California's state and local politics. ****Requires Critical Thinking****
4. Compare and contrast the different types of city government.
5. Understand the impact of local government, as agents of the state, on public policy.
6. Examine the contributions of different ethnic groups to California's political culture. ****Requires Critical Thinking****
7. Evaluate the role of California's population growth as a political factor. ****Requires Critical Thinking****
8. Understand and evaluate the instrument of direct democracy available to Californians. ****Requires Critical Thinking****
9. Understand the complexities and problems of the state budget process.

Student Learning Outcomes

1. Understand how major political concepts affect public policy in California., e.g. the interactions among the three branches of state government, direct democracy of the initiative process, and pluralist democracy of competing interest groups.
 - **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.
2. Analyze pro/con arguments concerning major political issues in California, e.g. immigration policy, legalization of marijuana, and legalization of same-sex marriage.
 - **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.
3. Identify the social, political, and/or economic forces in the Progressive Movement that affected California Constitutional order.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

- **Lecture/Discussion**
Instructors will lecture and may lead in-class discussions.
- **Other**
Guest speakers, Collaborative group work, Web-enhanced tools, Outside research, and Role playing

Distance Education

Delivery Methods

- Online
 - Hybrid
 - Some lecture hours will be online
 - Broadcast Education
-

Assignments

Reading Assignments

For week three, students have to read Ch.3 Constitutionalism and Federalism in the textbook and take Ch.3 Treasure Hunt which is a pre-lecture quiz to reward students' reading effort. Students are expected to bring what they learn from our reading materials to answer the instructor's questions and to participate in meaningful discussions.

Writing Assignments

Written Report

Each student will be assigned a California city and write a 5-7 page report on the government, politics and political culture of the city, with particular emphasis on recent elections.

Each student will also deliver a brief (about ten minutes) summary of the report to the class.

This report should contain certain information about the assigned city, including: basic demographic data, history, cultural features, geographic and topographic characteristics, descriptions of the city's government, the city's representation in the state legislature and in the U.S. House of Representatives, etc.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Field, Mona. . *California Government and Politics Today*, 15th ed. Pearson, 2017, ISBN: 978-0134627106
Equivalent text is acceptable
2. Anagnoson, J. Theodore, Gerald Bonetto, J. Vincent Buck, Richard E. DeLeon et al. . *Governing California in the twenty-first century*, 5th ed. Norton, 2015, ISBN: 978-0393938395
Equivalent text is acceptable
3. Gerston, Larry N. and Terry Christenson. *California Politics and Government* , 13th ed. Wadsworth, 2015, ISBN: 978-1285874524

Equivalent text is acceptable

4. Lawrence, David. *California: The Politics of Diversity*, 8th ed. Cengage, 2014, ISBN: 978-1285738178

Equivalent text is acceptable

Other:

1. The instructors may distribute handouts and/or case studies in class.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: POLSC 7

Full Course Title: International Relations

Short Title: IR

TOP Code: -

Effective Term: Fall 2015

Course Standards

Course Type: Credit - Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Political Science (Masters Required)
-

Course Description

A survey of historical and contemporary international relations. Focus will be on major IR theories and methodologies, international security, globalization, international political economy, international law, international institutions (e.g. UN, WTO, NAFTA, NGOs), and human security. This class also analyzes the foreign policies of major actors, major states, areas of conflict and tension, and various aspects of globalization. In addition, it explores how people of different cultures and ethnic background impact the domestic and foreign politics of their states, with emphasis on issues of human security - ethnic conflict, the global North and South economic gap, pandemics, human rights, population, environment and resource management.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

A. The Globalization of International Relations

1. Major Types of Actors, such as: state actors, nonstate actors, and substate actors, ex. IGOs, NGOs, MNCs, etc.
2. Global Geography and Comparison of World Regions
3. The Evolving International System: Recent history and major world events and affairs
4. Globalization - Different perspectives between the countries in Global North and South

B. The Study of International Relations

1. Methodologies
 - a. Levels of Analysis
 - b. Foreign Policy Analysis
2. Major IR theories
 - a. Realism, neorealism
 - b. Liberalism, neoliberalism
 - c. Critical theories, constructivism, feminism

C. International Security (Military)

1. Types and causes of conflict
2. forms and uses of military force
 - a. Conventional weapons
 - b. Weapons of mass destruction
 - c. Terrorism
3. Attempts to control military force: International Security Regimes (including international insitutions)
 - a. Arms control and treaties
 - b. Collective security
 - c. International law
 - d. International sucurity institutions, such as UN, NATO, etc.

D. International Political Economy (IPE)

1. Trade

- a. Liberalism vs. mercantilism
 - b. Market economies vs. planned economies
 - c. Free trade vs. protectionism
 - 2. International Finance
 - a. Currency exchange, central banks
 - b. The Gold Standard, Bretton Woods, floating exchange
 - c. World Bank, IMF
 - 3. Trade Regimes (including international trade institutions)
 - a. WTO, NAFTA, ASEAN
 - b. European Union and Regional Integration
 - 4. Multinational Corporations (MNCs) and Foreign Direct Investments
 - 5. International Development
- E. Human/Bio Security
- 1. Global Environmental Issues
 - a. Global warming
 - b. Biodiversity and pollution
 - c. Natural resources
 - 2. Human Population
 - a. World population trends and the demographic transition
 - b. Disease and famine
 - 3. Global Poverty
 - a. North-South Gap
 - b. Colonialism, imperialism, and their legacies
 - c. Development and foreign aid/assistance
- (Order and emphasis of the core topics may vary from instructor to instructor.)

Objectives

1. Identify major issues and types of actors in current international politics from the perspectives of people and the impacts of their ethnic and cultural backgrounds. ****Requires Critical Thinking****
 2. Apply basic theories and methodologies of international relations to analyze world affairs, global economy, international institutions, and cultural conflicts. ****Requires Critical Thinking****
 3. Distingusih traditional security issues (military and economic) from human security issues (inequality, ethnicity and environment) focusing on the impacts due to differences in ethnic and cultural backgrounds of people around the world. ****Requires Critical Thinking****
 4. Understand international relations among different nations and cultures and promote tolerance of these differences. ****Requires Critical Thinking****
 5. identify and compare the fundamental principles/features of major political systems in the world, such as the Eastern and the Western camps (communist system and capitalist democratic system) during the Cold War. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will differentiate major theories and concepts of international relations, such as the theories of Realism and Liberalism, and the concepts of international governing bodies.
 2. Upon completion of this course, students will analyze the opposing arguments of major political issues, such as the positive and negative sides of free trade.
 3. Upon completion of this course, students will identify major types of actors and the social, political, and/or economic forces that lead to today's world order, such as globalization.
-

Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Audio visual presentation, Internet instruction, PPT, etc.
-

Distance Education

Delivery Methods

- Online
 - Hybrid
 - Some lecture hours will be online
 - Broadcast Education
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

- **Essay/Paper**
 - **Exams**
 - **Homework**
 - **Participation**
 - **Problem Solving Exercises**
 - **Quizzes**
 - **Research Project**
 - **Other**
Presentation in class, and scenario simulation
-

Course Materials

Textbooks:

1. Goldstein, Joshua and Jon C. Pevehouse.. *International Relations*, 11th edition ed. NY: Pearson Longman, 2016, ISBN: 978-0134404769
Equivalent text is acceptable
 2. John Baylis, Steve Smith, and Patricia Owens. *The Globalization of World Politics: An Introduction to International Relations*, 7th ed. Oxford University, 2017, ISBN: 978-0198739852
Equivalent text is acceptable
 3. Charles William Kegley and Gregory A. Raymond. *The Global Future: A Brief Introduction to World Politics*, 5th ed. Wadsworth Publishing, 2014, ISBN: 978-1133608486
Equivalent text is acceptable
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OPTION TWO - LVN TO RN ONLY (30-UNIT OPTION)

ASSOCIATE IN SCIENCE

Description

Meets California State Regulation 1429, and those completing this track are eligible to apply for the National Council of State Boards of Nursing Licensing Examination in preparation for licensure as a Registered Nurse. This is a non-degree option. States other than California may not grant Registered Nurse (RN) licensure based on completion of this option. Career laddering to a higher level such as Bachelor of Science in Nursing may be limited by this option as well. It is recommended the applicant call the Nursing Department for more information. Students who qualify will be admitted each semester on a space available basis.

ADMISSION CRITERIA

A. All applications are obtained and filed with the Nursing Office at the Yuba College main campus in Marysville. Applicants will be admitted on a space-available basis points in multi-criteria screening process and by date of receipt of completed application packet. Contact the Nursing Office for admission procedures, information.

B. Eligibility. Minimum qualifications for admission to this track are:

1. Current California Vocational Nurse License. Recent V.N. graduates must submit proof of licensure prior to completing application.
2. Graduation from an accredited vocational school of nursing or demonstrated mastery of course content by Challenge Examination.
3. IV Certified
4. Completion of the following courses with a 2.5 GPA or higher: BIOL 5 Physiology, BIOL 6 Microbiology; Completion of the following with a "C" or higher: NURS 36 Pathophysiology

Program Learning Outcomes

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

1. Communicate and collaborate with interdisciplinary health care partners in providing care to a diverse population of patients and families.
2. Demonstrate problem solving skills while utilizing resources to apply best practices to deliver safe and effective care
3. Demonstrate understanding of and apply evidence based practice in rendering ethical, competent and culturally sensitive care across the lifespan to all patients

Program Requirements:

PROGRAM PROGRESSION/REQUIREMENTS: NURSING MAJOR REQUIREMENTS Fall Semester

Course Block Units: (9.5 Required)

NURS3	Medical Surgical Nursing III	5
NURS21	Pediatric Nursing	3.5
NURS56	Advanced Nursing Skills Lab	1

Spring Semester**Course Block Units: (11.5 Required)**

NURS33	Psychiatric/Mental Health Nursing	4
NURS4A	Medical-Surgical Nursing IV	3.5
NURS4B	Leadership in Nursing	3
NURS57	Second Year Advanced Nursing Skills Lab	1

Total: 21

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 1A
Full Course Title: College Composition and Reading
Short Title: College Comp/Read
TOP Code: 1501.00 - English Language and Literature, General
Effective Term: Fall 2016

Course Standards

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

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

Development of analytical reading and the writing of college-level essays, including critical analysis, rhetorical forms, and collegiate research.

Conditions of Enrollment

Satisfactory completion of: ENGL 51 or ENGL 56 or ENGL 56 (Placement Exam Score) Placement Exam Satisfactory Score or Or by placement exam

Content

Course Lecture Content

1. College-level Composition
 - a. Thesis
 - b. Rhetorical Modes and Methods (including, but not limited to, reading response, argumentation, comparison/contrast, illustration, narration, description, process analysis, definition, division and classification, cause and effect)
 - c. Essay Structure

- d. Principles of development, Transitions, Unity, Coherence, Emphasis
- e. Sentences
 - i. Grammar
 - ii. Punctuation and mechanics
 - iii. Syntax and style
- 2. Analytical and critical reading
 - a. Paraphrase and Summary
 - b. Analysis and Evaluation
 - c. Tone
 - d. Inference
- 3. Collegiate Research
 - a. Research Methodology
 - b. Citations and Documentation

Objectives

1. Write 7,000 to 9,000 words over the course of the semester.
2. Write a college-level essay, using the techniques of writing as a process.
3. Write an organized essay controlled by a thesis, incorporating various rhetorical modes and using principles of unity and coherence. ****Requires Critical Thinking****
4. Write grammatically correct, stylistically sophisticated sentences.
5. Cite and document sources correctly.
6. Evaluate sources while conducting research for academic essays. ****Requires Critical Thinking****
7. Read, comprehend, and analyze college-level essays, recognizing authors' tone and inferences. ****Requires Critical Thinking****
8. Pass the holistically scored departmental final with a score of "3" or higher. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will use reading strategies to understand argumentative texts that contain both literal and implied meanings.
 - **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. Upon completion of this course, students will compose a clearly-written, well-organized, purpose-driven analysis.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students will synthesize evidence from outside sources to support claims effectively.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

- and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
4. Upon completion of this course, students will attribute and document sources correctly.
- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Workshops/Peer evaluation
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Typical assignments may include essays, short answer tests, homework, research/term paper

English 1A In-Class Essay

Instructions:

1. Fill in your name, your instructor's code, and your class code.
2. Carefully read the attached essay and the following assignment.
3. Do some prewriting to discover and to organize your ideas. You may also write a draft, if you choose, and revise and edit it.
4. Using a pen, write your essay legibly on standard writing paper, skip every other line, and write only on one side of the paper. Carefully edit your essay before turning it in; you may line out words and replace them using the unused line above, and you may add additional information at this point using the back of your page. Number your pages in the upper-right-hand corner.
5. Staple this form with the article attached and discard any prewriting material and drafts with your instructor. Do not take notes or drafts out of the room.
6. You have three hours to complete the exam.

Assignment:

Carefully read and analyze Anne Perrin's essay "Stop Blaming Teachers." Then write an essay in which you explain and evaluate her ideas. Do you agree or disagree with the author? If you find the author's arguments convincing, explain why, using evidence from the essay and from your own reasoning, observations,

experiences, and/or readings. If you do not find the author's ideas convincing, explain the flaws in her argument and offer your own alternative view, based on your reasoning, observations, and/or experiences.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Kennedy, Kennedy, and Muth. *The Bedford Guide for College Writers with Reader*, 10th ed. Bedford/St. Martin's, 2013, ISBN: 978-1457630767
Equivalent text is acceptable
 2. Axelrod, Cooper, and Warriner. *Reading Critically, Writing Well: A Reader and Guide*, 10th ed. Bedford/St. Martin's, 2013, ISBN: 978-1457638947
Equivalent text is acceptable
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 1B
Full Course Title: Critical Thinking & Writing About Literature
Short Title: Critical Think Lit
TOP Code: -
Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

Critical thinking and writing about literature; develops critical thinking, reading, and writing skills applicable to the analysis of prose, poetry, drama, and criticism from diverse cultural sources and perspectives; emphasis on the techniques and principles of effective written argument; some research required.

Conditions of Enrollment

Satisfactory completion of: ENGL 1A

Advisories

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

Content

Course Lecture Content

1. Critical thinking, reading and writing
 - a. Stress the connection between thinking, reading, and writing, and using each as a reinforcement for the others.

- b. Reflect the diversity in subject matter, cultural perspective, national or geographic background, time period, structure, and theme
 - c. Distinguish between fact and inference
 - d. Develop logical inference
 - e. Avoid logical fallacies
 - f. Recognize denotative and connotative language
 - g. Evaluate diction
 - h. Explore rhetorical elements in literature
 - i. Respond to aesthetics and style
 - j. Construct sound arguments
 - k. Supply sufficient support of claims
 - l. Use outside sources
 - m. Refute objections
 - n. Write with style and clarity
- 2. Elements of Literary Analysis
 - a. Introduction to Literary Genres: non-fiction, fiction, short fiction, drama, poetry
 - b. Primary aspects of fiction and non-fiction: characterization, plot, conflict, setting, tone, point of view, theme, word choice, figurative language, symbol, irony, historical/social/philosophical context
 - c. Additional aspects (for poetry): word choice, imagery, figurative, language, rhythm and meter, structure, symbol, sound devices
- 3. Assignments designed to strengthen critical thinking, reading, and writing
 - a. In-class and independent assigned essays clearly stating an argument and supporting it with logical and sound exemplification
 - b. Revision of written assignments to improve effectiveness
 - c. Revision of written assignments coupled with instruction to demonstrate progressive improvement and refinement of writing style, structure, coherence, and emphasis
 - d. At least one research paper that posits a logically supported argument and is based on a synthesis and analysis of a variety of primary and secondary sources.

Objectives

1. Demonstrate critical thinking and reading skills in discussion and in essays. ****Requires Critical Thinking****
2. Understand relationships between meaning in literature and language manipulation, including literal and figurative language, denotation, and connotation.
3. Analyze and evaluate relationships between meaning and the use of literary forms and strategies, including parody, satire, irony, etc.
4. Identify unstated premises and assumptions arising from social, historical, moral, cultural, psychological, or aesthetic contexts in which primary texts and applicable criticism exist.
5. Evaluate patterns of reasoning in both literary arguments and related critical evaluations, including induction and deduction.
6. Identify logical fallacies, including appeals to authority, fear, and pity, in the arguments of literature and criticism, and literary fallacies, in particular, such as evaluating a work purely in terms of aesthetics, emotional effect, etc.
7. Recognize similarities and differences between intentions, biases, assumptions, and arguments of an author and his/her character(s).
8. Distinguish between fact, inference, and judgment, recognizing that many reasonable inferences may be

derived from the same facts.

9. Evaluate argument in literary criticism and related non-fiction in terms of fairness, accuracy, completeness, and effectiveness. ****Requires Critical Thinking****
10. Demonstrate composition skills by writing essays totaling between 8,000 and 10,000 words.
11. Explore a line of inquiry and limit the topic appropriately.
12. Establish and state clearly a unifying thesis or proposition.
13. Select examples, details, and other evidence to support or validate the thesis and other generalizations. ****Requires Critical Thinking****
14. Use principles of inductive and deductive logic to support and develop ideas. ****Requires Critical Thinking****
15. Avoid logical fallacies in the presentation of an argument. ****Requires Critical Thinking****
16. Organize the main parts of an essay and define a sequence that contributes to clarity and coherence.
17. Use precise diction to communicate unambiguously.
18. Use appropriate research techniques to produce an acceptable research paper.
19. Become familiar with appropriate library resources for research.
20. Identify and evaluate sources. ****Requires Critical Thinking****
21. Formulate an engaging and productive research question.
22. Understand the role of summary, paraphrase, and direct quotation in note-taking.
23. Efficiently gather and record information.
24. Organize data and information.
25. Integrate source material into the paper.
26. Correctly use the systems of documentation and bibliography (MLA).

Student Learning Outcomes

1. Upon completion of the course, students will evaluate a literary text for its use of genre conventions.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of the course, students will gather, evaluate, and effectively integrate research materials to produce a critical analysis of a literary text.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

3. Upon completion of the course, students will compose a clearly-written, well-organized, purpose-driven literary analysis.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Meyer. *Bedford Introduction to Literature Reading, Thinking, Writing*, 9th ed. Bedford , 2011, ISBN: 0-312-53921-5
 2. X. J. Kennedy and Dana Gioia. *Literature: An Introduction to Fiction, Poetry, Drama, and Writing*, Compact, 6 ed. ed. Longman, 2010, ISBN: 978025698783
Equivalent text is acceptable
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 1C
Full Course Title: Critical Thinking/Advanced Composition
Short Title: Crit Think/Adv Comp
TOP Code: -
Effective Term: Fall 2014

Course Standards

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

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

Principles of critical thinking, reading, and writing beyond freshman composition; focuses on the principles of, and the development of, logical and analytical reasoning, argumentative writing, and on the principles of rhetoric (invention, arrangement, style, memory, delivery, modes of discourse, audience).

Conditions of Enrollment

Satisfactory completion of: ENGL 1A

Advisories

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

Content

Course Lecture Content

1. Writing: Apply the principles of rhetoric and critical thinking to the writing process; writing effective prose
 - a. Topics of Invention: establishing central idea, constructing logical arguments, thesis.
 - b. Setting rhetorical strategies: modes and techniques of discourse, principles of organization.

- c. Critical thinking: evaluation of evidence used to support thesis, nature of fact, opinion, belief; claims and opinions.
 - d. Appeals to reason, emotion, ethos; nature and role of audience.
 - e. Elements of style: analogy, metaphor, rhetorical devices, stylistic sentences, diction, figures of speech, tone and mood.
 - 2. Reading: Apply the principles of rhetoric and critical thinking to the reading process.
 - a. Critical reading of expository and argumentative prose using elements of critical thinking and argumentation: discovering arguments, premises, conclusions,; unstated premises and assumptions.
 - b. Identify main elements of an argument (claims, support, assumptions, evaluate evidence), evaluate arguments for validity, soundness; identify inductive and deductive argument, fallacies formal and informal.
 - c. Identify and distinguish statement of belief, opinion, and knowledge, judgment, and fact.
 - d. Drawing inferences: identify and evaluate rhetorical devices such as satire, irony, overstatement, understatement; stylistic devices or figures of speech.
 - 3. Critical thinking and logic: nature of fact, opinion, informed opinion of justified belief, knowledge; elements of argument (claims, support, assumptions); logical fallacies; evaluation of evidence, studies, experiments, statistics, surveys); claims of fact, claims of value, relationship between logical argument and rhetoric (ethos, logos, pathos in classical rhetoric).
 - 4. Research: locating and using sources including library reference works; reading critically and reasoning critically to incorporate research; documenting research according to prescribed standards.
-

Objectives

- 1. Write essays that demonstrate control of rhetoric, argumentation, critical thinking, logical development of sound ideas (8,000 to 10,000 words). ****Requires Critical Thinking****
 - 2. Demonstrate the relationship between grammar, logic, and rhetoric by analyzing clear, stylistic, argumentative prose through reading and writing. ****Requires Critical Thinking****
 - 3. Critically analyze arguments in both reading and in their own writing. ****Requires Critical Thinking****
 - 4. Conduct research including use of the library; use the results in developing a number of essays in the course. ****Requires Critical Thinking****
 - 5. Read and critically evaluate college-level materials from a variety of sources; distinguish fact from judgment, knowledge from opinion; evaluate and use valid and sound arguments, claims and authority; identify formal and informal fallacies, reason deductively and inductively as demonstrated orally and in writing. ****Requires Critical Thinking****
 - 6. Recognize and use the principles of rhetoric: invention, arrangement, style, modes of discourse; devices of satire, irony, hyperbole, litotes, paradox, denotation, connotation. ****Requires Critical Thinking****
-

Student Learning Outcomes

- 1. Upon completion of this course, students will synthesize evidence from outside sources to support claims effectively.
 - o **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - o **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 2. Upon completion of the course, students will be able to compose a text that effectively uses elements of

- argumentation to support a claim.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of the course, students will be able to evaluate arguments for validity and soundness.
- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

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

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Oral Tests/Class Performance**
- **Participation**
- **Portfolio**
- **Quizzes**
- **Research Project**
- **Other**
In-and out-of-class writing

Course Materials

Textbooks:

1. Maasik and Solomon. *Signs of Life in the USA*, 7th ed. -Bedford/St.Martin's, 2012, ISBN: -13-978-0-312-56600-
Equivalent text is acceptable
2. Lunsford, A., Ruszkiewicz, J., Walters, K.. *Everything's an Argument*, 6th ed ed. Bedford/St. Martin's, 2013, ISBN: ISBN-10: 1-4576-0604
Equivalent text is acceptable
3. Kirsznner, L., Mandell, S.. *Practical Argument: A Text and Anthology*, 2nd ed ed. Bedford/St. Martin's, 2014, ISBN: ISBN-10: 1-4576-2237
Equivalent text is acceptable

4. Barnet, S. and Bedau, H.. *Critical Thinking, Reading, and Writing*, 8th ed ed. Bedford/St. Martin's, 2014,
ISBN: ISBN-10: 1457649977
Equivalent text is acceptable

Other:

1. or equivalent text

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 30A

Full Course Title: Introduction To American Literature, I

Short Title: Intro Amer Lit I

TOP Code: -

Effective Term: Spring 2015

Course Standards

Course Type: Credit - Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

A survey of American literature from its beginnings in 1620 to 1865. The course readings and discussion cover the evolution of literary traditions, contexts, and genres during that time period. Writers include, among others, Bradstreet, Taylor, Franklin, Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, Dickenson. Special attention will be paid to major literature genres, themes, and historical backgrounds. Eligibility for ENGL 1A required; successful completion of ENGL 1A recommended.

Conditions of Enrollment

Satisfactory completion of: ENGL 51 (Placement Exam Score) Eligibility for ENGL 1A Equivalent of completing ENGL 51 prerequisite.

Advisories

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

Content

Course Lecture Content

Course Content:

The course readings and discussion cover the evolution of literary traditions, contexts, and genres during American literature's beginnings in 1620 through 1865. Course will include both influential and significant, as well as diverse and under-represented, texts and authors. Writers include, among others, Bradstreet, Taylor, Franklin, Emerson, Thoreau, Hawthorne, Melville, Poe, Whitman, Dickenson. Special attention will be paid to major literature genres, themes, and historical backgrounds as well as other various contexts of American literature such as the social, philosophical, political, and aesthetic. Students will also read, analyze, interpret, and write about American literature from its beginnings to the second half of the nineteenth century, including diverse voices from indigenous, European, and other cultures.

Topical Outline:

1. 1620-1820
 - a. Puritan and "Other" Colonial Writers--Winthrop, Bradstreet, Taylor, Rowlandson, Edwards
 - b. Federalism and the Deist Vision--Franklin, Paine, Jefferson
 - c. The Issue of Slavery--Equiano, Wheatley, Freneau
 - d. Native American Culture--Iroquois, Pima, Navajo; captivity narratives; trickster tales
2. 1820-1865
 - a. The New Americanness of American Literature: European-Americans, African-Americans, Native Americans--Irving, Cooper, Hawthorne, Poe, Bryant, Emerson, Thoreau, Melville, Jacobs
 - b. American Transcendentalism--Emerson, Thoreau
 - c. Shaping Culture: Literature of Identity and Conflict--Thoreau, Lincoln, Fuller, Stowe, Douglass, Whitman, Dickenson, Davis

Objectives

1. Communicate orally and in essays individual ideas resulting from the assigned readings. ****Requires Critical Thinking****
2. Identify the various genres of American Literature: historical writing, narrative, sermon, poetry, essay, letter, short story, novel, etc. ****Requires Critical Thinking****
3. Analyze and interpret the literary themes of major writers in each period of American literature. ****Requires Critical Thinking****
4. Evaluate the style, philosophy, and ideology of American authors, with regard to their historical time periods; evaluate influences of cultural forces and societal attitudes on writers. ****Requires Critical Thinking****
5. Relate the conflicting ideas expressed in each period of literature to modern culture and thus better understand the influence of these writings on contemporary American dilemmas such as the clash between ethnicity and "American" identity. ****Requires Critical Thinking****
6. Read, discuss, analyze, and evaluate various literary works; completing specifically-designed in-class exams; writing evaluative and analytical essays of major writers and their works; applying the themes in a work of literature to the student's life. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will identify historical and cultural influences in the work of a literary figure .

- **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. Upon completion of the course, students will demonstrate a critical reading of several literary works.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 3. Upon completion of this course, students will gather, evaluate, and effectively integrate research materials into a written critical analysis of a literary work .
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- Lecture/Discussion

Distance Education

Delivery Methods

- Broadcast Education

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Both in-class essays and formal essays may be used as methods of evaluation.

Course Materials

Textbooks:

1. Nina Baym, Ed. 1. *Norton Anthology of American Literature, Volume A and B*, 8th ed. Norton, 2012, ISBN: 978-0-393-93476-2
Equivalent text is acceptable

Other:

1. Heath Anthology of American Literature, 7th ed. Volume A & B Vol. A, ISBN: 9781133310228 and Vol. B, ISBN: 9781133310235
 2. The Bedford Anthology of American Literature: Beginnings to 1865, 2nd ed., Vol. 1 ISBN: 978-1-4576-1984-7
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 30B

Full Course Title: Introduction To American Literature, II

Short Title: Intro Amer. Lit II

TOP Code: -

Effective Term: Spring 2015

Course Standards

Course Type: Credit - Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

A survey of American Literature from 1865 through the early Twenty-first Century. Writers covered include, among others, Clemens, Du Bois, James, Wharton, Frost, Faulkner, Hemingway, Hughes, Brooks, Wright, Roth, Rich, and Morrison. Eligibility for ENGL 1A required; successful completion of ENGL 1A recommended.

Conditions of Enrollment

Satisfactory completion of: ENGL 51 or (Placement Exam Score) Eligibility for ENGL 1A Equivalent of ENGL 51 prerequisite.

Advisories

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

Content

Course Lecture Content

A survey of American Literature from 1865 through the the present. The course readings and discussion cover the major literary movements since 1965, explore the historical events and contexts that inform the work of

American authors since the Civil War, and trace the persistent themes and questions taken up by writers in the modern era. Special attention is paid to major genres, themes, and era-defining historical events. Students are introduced to the modes and concerns of Realist, Modernist, and Postmodernist authors. Writers covered include, among others, Clemens, Du Bois, James, Wharton, Frost, Faulkner, Hemingway, Hughes, Brooks, Wright, Roth, Rich, and Morrison.

1. 1865-1914: Reconstruction and Realism

Clemens, James, Wharton, Howells, Jewett, Chopin, Freeman, Du Bois, Chestnutt, Crane, Adams, Easton, Bonnin, Oskinson, Dunbar, African American Folktales

2. 1914-1945: American Modernisms

Mexican-American "Corridos," Frost, Stevens, Eliot, Cather, Anderson, Hurston, Williams, McNickle, Mourning Dove, Faulkner, Hughes, Cummings, Hemingway, Steinbeck, Crane, Wright

3. American Prose since 1945: New American Voices and Postmodernism

Williams, Malamud, Welty, Ellison, Bellow, Miller, Momaday, Baldwin, Erdich, Okada, Hansberry, O'Connor, Mailer, Shepard, Walker, Beattie, Anaya, Morrison, Malcolm X

4. American poetry since 1945: Tradition, Anti-Tradition, and Confessionalism

Bishop, Lowell, Berryman, Warren, Brooks, Levertov, Wright, Rich, Sexton, Plath, Lorde, Baraka, Silko, Ortiz, Song, Dove, Rose, Harjo

Objectives

1. Communicate orally and in essays individual ideas resulting from the assigned readings. ****Requires Critical Thinking****
2. Identify the various genres of American Literature: historical writing, narrative, sermon, poetry, essay, letter, short story, novel, etc. ****Requires Critical Thinking****
3. Analyze and interpret the literary themes of major writers in each period of American literature. ****Requires Critical Thinking****
4. Evaluate the style, philosophy, and ideology of American authors, with regard to their historical time periods; evaluate influences of cultural forces and societal attitudes on writers. ****Requires Critical Thinking****
5. Relate the conflicting ideas expressed in each period of literature to modern culture and thus better understand the influence of these writings on contemporary American dilemmas such as the clash between ethnicity and "American" identity. ****Requires Critical Thinking****
6. Read, discuss, analyze, and evaluate various literary works; complete specifically-designed in-class exams; write evaluative and analytical essays of major writers and their works; apply the themes in a work of literature to the student's life. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of the course, students will identify historical and cultural influences in the work of a literary figure.
 - **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. Upon completion of the course, students will demonstrate a critical reading of several literary works.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Upon completion of this course, students will gather, evaluate, and effectively integrate research materials into a written critical analysis of a literary work.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Broadcast Education
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

- Essay/Paper
 - Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Quizzes
 - Other
 - Discussion board participation
-

Course Materials

Textbooks:

1. Baym, Nina et al.. *Norton Anthology of American Literature, Volume C,D,& E*, 8th Edition ed. W. W. Norton & Company, 2011, ISBN: 978-0393913101

2. Belasco, Susan . *The Bedford Anthology of American Literature, Volume Two: 1865 to the Present*, 2nd ed. Bedford, 2013, ISBN: 978-0312678692
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 46A
Full Course Title: Introduction To English Literature, I
Short Title: Intro English Lit I
TOP Code: -
Effective Term: Spring 2015

Course Standards

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

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

Survey of English Literature from its beginnings to the end of the 18th Century; writers include, among others, Chaucer, Shakespeare, Donne, Milton, and Pope; special attention paid to major literary genres. Eligibility for ENGL 1A required; successful completion of ENGL 1A recommended.

Conditions of Enrollment

Satisfactory completion of: ENGL 51 or (Placement Exam Score) Eligibility for ENGL 1A Equivalent of ENGL 51 prerequisite.

Advisories

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

Content

Course Lecture Content

The course readings and discussions cover the evolution of literary traditions, contexts, and genres from its beginnings to the end of the eighteenth century. The course will read and study both influential and significant

texts and authors, including, but not limited to, Beowulf, Sir Gawain and the Green Knight, Chaucer, Spenser, Shakespeare, Marlowe, Milton, Donne, the Metaphysical poets, Restoration literature, Dryden, Pope, Swift, Johnson, and Gray. Special attention will be paid to major literature genres, themes, and historical backgrounds as well as other various English literature contexts, such as the social, philosophical, and aesthetic. Students will also read, analyze, interpret, and write about English literature from its beginnings to the end of the eighteenth century.

1. The Middle Ages to 1485
 - a. Beowulf
 - b. Chaucer
 - c. Medieval Morality Plays
 - d. Malory
2. The Sixteenth Century: 1485-1603
 - a. More
 - b. Sidney
 - c. Spenser
 - d. Marlowe
 - e. Shakespeare
 - f. Biblical Translations
3. The Early Seventeenth Century: 1603-1660
 - a. Donne
 - b. The Metaphysical Poets
 - c. Milton
 - d. Bacon
 - e. Hobbes
4. The Restoration and the Eighteenth Century: 1660-1789
 - a. Dryden
 - b. Pope and Swift
 - c. Restoration Drama
 - d. Boswell and Johnson
 - e. Thomas Gray

Objectives

1. Express individual ideas which result from assigned readings through both oral and written communications.
2. Identify the varied types of English literature: poetry, essay, drama, novel, biography, short story, etc.
3. Analyze and interpret the literary writing of major writers in each period of English literature.
4. Evaluate the style, philosophy, and ideology of the major writers of English literature with regard to the time periods in which these writers lived.
5. Relate the literature of each age to contemporary life and thus help the student better understand himself/herself and his/her world.
6. Read, discuss, analyze, and evaluate various literary works; completing specifically-designed in-class exams; writing evaluative and analytical claim-driven essays of major writers and their works; applying the themes in a work of literature to the student's life. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of the course, students will identify historical and cultural influences in the work of a literary figure.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. Upon completion of the course, students will demonstrate a critical reading of several literary works.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Upon completion of this course, students will gather, evaluate, and effectively integrate research materials into a written critical analysis of a literary work.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Broadcast Education
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Students will write essays which explore the major literary genres, authors, works, and/or themes of this period.

Course Materials

Textbooks:

1. Greenblatt, Stephen, General Editor. *The Norton Anthology of English Literature, Volume 1*, 9th ed. Norton, 2012, ISBN: 978-0-393-91964-6

Equivalent text is acceptable

2. Damrosh et. al.. *The Longman Anthology of British Literature, Volume 1*, 4th ed. Longman, 2010, ISBN: 9780205655243

Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 46B
Full Course Title: Introduction To English Literature II
Short Title: Intro Engl Lit II
TOP Code: -
Effective Term: Spring 2015

Course Standards

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

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

Survey of English Literature from the end of the 18th Century to the present; writers include, among others, Blake, Wordsworth, Coleridge, Tennyson, Arnold, Joyce, Yeats, and Eliot; special attention paid to major literary genres. Eligibility for ENGL 1A required; successful completion of ENGL 1A recommended.

Conditions of Enrollment

Satisfactory completion of: ENGL 51 or (Placement Exam Score) Eligibility for ENGL 1A Equivalent to ENGL 51 prerequisite.

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

The course readings and discussions cover the evolution of literary traditions, contexts, and genres of Romantic period, the Victorian Age, the Twentieth Century, and the contemporary period to the present. The course will

read and study both influential and significant texts and authors, including, but not limited to, Blake, Wordsworth, Coleridge, Byron, Shelley, Keats, Mary Wollstonecraft, Elizabeth Browning, Robert Browning, Tennyson, Emily Bronte, Arnold, Dante and Christina Rossetti, Hopkins, Carroll, Wilde, Hardy, Housman, the various poets of World War II, Yeats, Woolf, Joyce, Lawrence, Eliot, Auden, and Dylan Thomas. Special attention will be paid to major literature genres, themes, and historical backgrounds as well as other various English literature contexts, such as the social, philosophical, and aesthetic. Students will also read, analyze, interpret, and write about English literature from the Romantic period to the present.

1. The Romantic Period: 1789-1823
 - a. Burns and Blake
 - b. Wordsworth and Coleridge
 - c. Byron, Shelley, and Keats
2. The Victorian Age: 1832-1901
 - a. Tennyson and Browning
 - b. Arnold and Hopkins
 - c. Carroll
 - d. Wilde and Kipling
3. The 20th Century: 1901-present
 - a. Hardy and Housman
 - b. Yeats and Joyce
 - c. Lawrence and Woolf
 - d. Orwell, Auden, and Thomas

Objectives

1. Express individual ideas which result from assigned readings through both oral and written communications.
2. Identify the varied types of English literature: poetry, essay, drama, novel, biography, short story, etc.
3. Analyze and interpret the literary writing of major writers in each period of English literature.
4. Evaluate the style, philosophy, and ideology of the major writers of English literature with regard to the time periods in which these writers lived.
5. Relate the literature of each age to contemporary life and thus help the student better understand himself/herself and his/her world.
6. Reading, discussing, analyzing, and evaluating of various literary works; completing specifically-designed in-class exams; writing evaluative and analytical claim-driven essays of major writers and their works; applying the themes in a work of literature to the student's life. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of the course, students will identify historical and cultural influences in the work of a literary figure.
 - **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. Upon completion of the course, students will demonstrate a critical reading of several literary works.
 - **Communication** Students will effectively use language and non-verbal communication consistent

- with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - 3. Upon completion of this course, students will gather, evaluate, and effectively integrate research materials into a written critical analysis of a literary work.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Specific attendance standards
-

Distance Education

Delivery Methods

- Broadcast Education
-

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Participation**
 - **Quizzes**
 - **Other**
Students will write essays which explore the major literary genres, authors, works, and/or themes of this period.
-

Course Materials

Textbooks:

1. Stephen Greenblatt, et.al. *The Norton Anthology of English Literature Volume 2*, 9th Ed. ed. Norton, 2012, ISBN: 978-0-393-91965-3
Equivalent text is acceptable
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