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1	Licensed Vocational Nursing (LVN) to Registered Nursing (RN) Career Ladder Program - Associate in Science	New Deg/Cert
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5	ACCT 6 - Individual Income Taxes-Federal/State	Revised
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LICENSED VOCATIONAL NURSING (LVN) TO REGISTERED NURSING (RN) CAREER LADDER PROGRAM

ASSOCIATE IN SCIENCE

Description

OPTION ONE - LVN to ADN (RN plus degree). Consists of both general education and nursing major core courses. Successful completion of the Program qualifies the student to graduate from the College and to apply for the National Council of State Boards of Nursing Licensing Examination in preparation for licensure as a Registered Nurse. Students who qualify will be admitted into the second or third semester after passing the Yuba College Bridge Course (Nursing 37). The applicants will be placed based on a space-available basis.

ADMISSION CRITERIA

1. Application. All applications are to be obtained and completed then turned into the Yuba College Nursing Program. Applicants will be admitted on a space-available basis by date of receipt of completed application packet. Since enrollment is limited, and the number of applicants traditionally outnumber available spaces, an applicant seeking admission to the ADN program who is already an LVN has two options:
 - a. Apply for the two-year ADN program the same as any other student and, if admitted, must go through the entire program.
 - b. Complete all prerequisite courses (see RN Program requirements) including the Yuba College Bridge course (Nursing 37) and apply to the Nursing Department to enter the program which is based on a space availability. Placement into the second or third semester based on testing in Nursing 37. Visit the nursing website or contact the Nursing Department at 530-741-6784 for more detailed information.
2. Eligibility. Students are eligible for consideration as a Nursing major if the following have been met:
 - a. Current California Vocational Nurse License. Recent Vocational Nursing graduates must submit proof of licensure prior to the first day of class.
 - b. Completion of the following courses with a 2.5 GPA or better: BIOL 4, 5, 6; ENGL 1A. Completion of the following courses with a "C" or higher grade: Chemistry 2A or 2B, FCS 10 or HLTH 10 (Nutrition); MATH 52; NURS 36; and PSYCH 1A,
 - c. I.V. Therapy certification.

Some of these prerequisite courses have their own prerequisite. Please refer to the individual courses in this catalog for complete information on prerequisites

CHANGE IN ADMISSION CRITERIA:

For LVN Step up applicants entering the ADN program the California Community College Chancellor's Office admission formula will be implemented. This formula includes:

1. Academic degrees or diplomas, or relevant certificates, held by the applicant.
2. Overall composite Biology and English course GPA (Anatomy, Physiology, Microbiology, Pathophysiology, English 1A or higher)
3. Work experience or life experiences.
4. Veterans Status
5. Proficient in Language other than English (listed)
6. TEAS score

This calculation results in a probability percentage. The higher the percentage, the more likely the student is to complete the program successfully. Students must score at 62% or better on the TEAS to qualify for admission.

Program Learning Outcomes

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

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

Program Requirements:

LVN to RN

Course Block Units: (1 - 10.5
Required)

NURS3 and	Medical Surgical Nursing III	5
NURS21 and	Pediatric Nursing	3.5
NURS56 or	Advanced Nursing Skills Lab	1
NURS57 or	Second Year Advanced Nursing Skills Lab	1
NURS33 and	Psychiatric/Mental Health Nursing	4
NURS4A and	Medical-Surgical Nursing IV	3.5
NURS4B and	Leadership in Nursing	3

Total: 1.00 - 10.50

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BUSINESS ADMINISTRATION

ASSOCIATE IN SCIENCE FOR TRANSFER

Description

The Associate in Science in Business Administration for Transfer degree prepares students to transfer to a CSU institution by completing required major preparatory coursework in Business Administration. Students choose from required mandated Core courses (15-18 units) in Accounting, Economics, or Business Law; List A courses (3-4 units) in specific mathematics courses; and List B (6 units) in Business-related courses. The breadth of these specific courses combined with General Education courses prepare students for upper division coursework in Business Administration at a CSU institution.

The Associate in Science in Business Administration for Transfer degree provides students with the opportunity to complete their freshman/sophomore level classes needed for a Bachelor's degree in Business Administration within the California State University System.

The Associate in Science in Business Administration for Transfer requirements (as stated in SB1440 law) requires students to also complete the following:

- A minimum of 18 semester units in the major or area of emphasis as determined by the community college district.
- 60 semester CSU transferable units.
- California State University General Education-Breadth (CSU GE-Breadth) pattern of 39 units; OR the Intersegmental General Education Transfer Curriculum (IGETC) pattern of 37 units.
- Obtainment of a minimum grade point average (GPA) of 2.0.
- Earn a grade of "C" or better in all courses required for the major or area of emphasis.

Program Learning Outcomes

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

1. Demonstrate the ability to analyze business data/information in addressing and evaluating problems and issues in making informed business decisions.
2. Create accurate, professional, and appropriate business documents and reports for the business entity served.
3. Compute financial data using various business concepts and methods to understand, analyze, and communicate issues in quantitative terms.
4. Demonstrate effective use of technology applicable to the business field.

Program Requirements:

Required Core Courses. Choose 15-17 units.

Course Block Units: (15 - 17 Required)

ACCT1 and	Principles of Accounting-Financial	4
ACCT1A	Principles of Accounting - Financial Lab	0.5
ACCT2L	Principles of Accounting-Managerial	5
GNBUS18A	Business Law	3
ECON1A	Elementary Economics-Macro	

ECON1B	Elementary Economics-Micro	3
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List A Courses. Choose 3-4 units (3 units may be GE).

Course Block Units: (3 - 4 Required)

MATH9	Calculus for Business, Social and Life Sciences	4
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STAT1	Introduction To Statistical Methods	4
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MATH25	Finite Mathematics	3
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List B Courses. Choose two (6 units).

Course Block Units: (6 Required)

GNBUS21 or	Business Communications	3
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GNBUS10	Introduction To Global Business	3
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GNBUS1	Business Information Systems	3
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ANY COURSE FROM LIST A not already chosen

Total: 24.00 - 27.00

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ACCT 6
Full Course Title: Individual Income Taxes-Federal/State
Short Title: Inc Tax Fed/State
TOP Code: 0502.00 - Accounting*
Effective Term: Spring 2014

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

- Accounting (Masters Required)
-

Course Description

Individual income tax preparation, forms and computations; business and professional returns; federal and state returns. Individual Income Taxes - Federal/State (ACCT 6) is a CTEC approved course, which fulfills the 60-hour "qualifying education" requirement for tax preparers. A listing of additional requirements to register as a tax preparer may be obtained by contacting CTEC at P.O. Box 2890, Sacramento, CA 95812-2890, toll-free by phone at (877) 850-2832, or on the Internet at www.ctec.org

Conditions of Enrollment

ACCT 10A and/or prior tax experience recommended.

Advisories

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

Content

Course Lecture Content

1. The Individual Income Tax Return
2. Gross Income and Exclusions

3. Business Income and Expenses (2 Parts)
4. Itemized Deductions and Other Incentives
5. Credits and Special Taxes
6. Accounting Periods and Methods of Depreciation
7. Capital Gains and Losses
8. Withholding, Estimated Tax Payments, and Payroll Taxes
9. Partnership Taxation
10. The Corporate Income Tax
11. Tax Administration and Tax Planning

Objectives

1. Prepare a 1040 and a 540 tax return. ****Requires Critical Thinking****
2. Prepare tax forms and schedules dealing with: capital gains, tax credits, interest and dividends, rental, partnership K-1s, passive losses, alternative minimum tax. ****Requires Critical Thinking****
3. Prepare a tax return for an individual with a business including: depreciation, sale of business assets, inventory. ****Requires Critical Thinking****

Student Learning Outcomes

1. Prepare a Federal Income Tax Return in proper form according to current federal tax rules and regulations.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Research and analyze a specific tax situation to develop and communicate proper tax treatment.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
3. Prepare a California Income Tax Return in proper form according to current California tax rules and regulations.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

- Lecture/Discussion

Assignments

Reading Assignments

Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Whittenburg, Gerald, Steven Gill, and Martha Altus-Buller. *Income Tax Fundamentals*, 35th ed. Cengage, 2017, ISBN: 978-1305872738
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 5
Full Course Title: Art Appreciation
Short Title: Art Appreciation
TOP Code: 1002.00 - Art/Art Studies, General
Effective Term:

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

- Art (Masters Required)
-

Course Description

This course provides a general introduction to visual art through selected examination of art works and architecture from diverse cultures of the world from the prehistoric period to the present, familiarizing students with art historical context and terminology, visual elements, design principles, and visual art media. Not open for credit to students who have completed HUMAN 5.

Conditions of Enrollment

Advisories

- **Computer Literacy - recommended basic computer skills**
Assignments, notes and resources are on line.
 - **Language - recommended eligibility for English 1A**
This course requires students to formulate their thoughts about visual art in writing analytic essays requiring critical thinking. A scholarly research paper is also assigned, requiring correct use of terminology and concepts learned during the course, including a well formulated interpretive thesis statement, and accurate documentation of sources.
-

Content

Course Lecture Content

1. Defining visual art and its functions: This section begins with the exploration of the nature of visual art by examining the subjective nature of perception and aesthetic experience. Selected art works from the Paleolithic, Renaissance, and Baroque periods and the Impressionist movement, introduce students to a variety of creative impulses, such as social necessity and exploring the self. Distinguishing the content, form and context of art is learned by comparing works from distant cultures, using examples from 17th century Europe, 12th century India, and 20th century Australia.
 2. Visual elements of art: This section is the foundation of visual literacy skills, the vocabulary of visual language. Recognition and interpretation of the expressive qualities of visual elements, such as lines, shapes, forms, space, light, time, and others are demonstrated and explained. In order not to lose learned skills, selected artworks used for all sections are contextualized in terms of content, culture, and history.
 3. Principles of design: Through selected art works from a variety of cultures from around the world, principles of design, as the grammar of visual language (the way visual elements put together to form sentences) are explained and demonstrated, including the complex way visual language contributes to the larger narrative of human culture.
 4. Media: materials and techniques used in visual art: Media, such as drawing, painting, printmaking, photography, digital arts, sculpture, and architecture are explored in terms of the materials and techniques used to create them, the role of choices made based on availability of materials, and the communicative (expressive) role materials have in the interpretive possibilities of visual art in various cultures and historical periods.
 5. Methodologies of art history and criticism: A variety of art historical methodologies used for interpreting works of art are examined, including biographical, iconographical, psychoanalytic, formalist, feminist, and postmodern (Structuralism, Semiotics, Post Structuralism) and demonstrated through selected works from various cultures and times. Cross cultural Interpretive biases are explored in class discussions.
 6. Overview of art history from a global perspective: This section is the chronological overview of the history of art from Paleolithic to the 20th century, using primarily art works students are already familiar with from previous sections to avail integration of terminology art historical skills learned.
-

Objectives

1. Using examples of art works from various cultures and times from around the world, analytic tools, such as recognizing and interpreting visual elements and design principles are explained, and definitions of art historical terminology provided to enable students to “read” visual language. (SLO A)
 2. Media, such as drawing, painting, printmaking, photography, digital arts, sculpture, and architecture are explored in terms of the materials and techniques used to create them, using selected art works from a variety of cultures from around the world including the communicative (expressive) role materials and their interpretive possibilities. Demonstrations of the processes are presented through videos. (SLO B)
****Requires Critical Thinking****
 3. Through selected works from various cultures and times, interpretive frameworks are explained in terms of art historical methodologies, including biographical, iconographical, psychoanalytic, formalist, feminist, and postmodern (Structuralism, Semiotics, Post Structuralism) analysis. (SLO C) ****Requires Critical Thinking****
 4. A chronological overview of the history of art from Paleolithic to the 20th century presented, using primarily art works students are already familiar with from previous sections to avail integration of terminology and art historical skills already learned, with understanding of the function of art and the role of artists throughout human history. (SLO D) ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will be able to evaluate works of art based on design principles using appropriate terminology.
 - **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.
2. Upon completion of this course, students will be able to distinguish materials and techniques used for creating art works.
- **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.
3. Upon completion of this course, students will be able to interpret art works from diverse cultures, based on interrelationship between culture and art.
- **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.
-

Methods of Instruction

- **Lecture/Discussion**

Classes consist of Powerpoint assisted lectures, viewing of videos, and class discussions based on information presented.

Assignments

Reading Assignments

Read the essay posted on Khan Academy, titled "Lascaux" on prehistoric art and come to class prepared to discuss possible functions of Upper-Paleolithic cave paintings.

Writing Assignments

In a short essay address the two materials used to create the color gold and blue used in Medieval altar pieces, using the video "Making Masterpieces" and the BBC film on "A History of Art in Three Colors." Evaluate the role source materials played the way images painted in these colors were interpreted.

Other Assignments

In-class color project: using water colors, illustrate the following color theory concepts: color value scale; tints and shades; intensity scale; monochromatic color scheme, analogous color scheme, complimentary color scheme.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Paul Zelanski and Mary Pat Fisher. *The Art of Seeing*, 8th ed. Pearson Prentice Hall, 2010, ISBN: 9780205748341

Other:

1. CANVAS notes and links to videos posted by instructor

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HLTH 1
Full Course Title: Health and Lifestyle Choices
Short Title: Health/Lifestyle
TOP Code: -
Effective Term: Spring 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

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

Course Description

This course focuses on health and wellness concepts important in making informed choices about one's physical, mental, and emotional well-being. A personal approach to health and wellness will be explored through self-assessment and practical application to every day life. Topics such as fitness, obesity, weight management, nutrition, stress, substance use and abuse, prevention of diseases, sexual health, relationships, mental health, cardiovascular disease, cancer, and healthy aging will be discussed.

Content

Course Lecture Content

1. Promoting Healthy Lifestyle Change
 - a. What Influences Your Health
2. Psychosocial Health
 - a. Keys to Enhancing Psychological Health
3. Healthy Relationships
 - a. Building Communication Skills
4. Addiction and Drugs
 - a. Prescription and Illicit Drug Use
5. Personal Fitness
 - a. FITT Factors
6. Healthy Weight Management
 - a. Factors Contributing to Overweight and Obesity

7. Cancer
 - a. Cancer Treatments
 8. Noninfectious Conditions
 - a. Allergies
 - b. Headaches
 - c. Digestion-Related Disorders
 9. Infectious Conditions
 - a. Sexually Transmitted Infections
 10. Healthy Aging
 11. Managing Your Stress
 - a. Physical Effects of Stress
 12. Reproductive Choices
 - a. Contraception
 13. Cardiovascular Disease
 - a. Modifiable and Nonmodifiable Risk Factors
 14. Nutrition
 - a. MyPlate
-

Objectives

1. Examine individual lifestyle choices and be able to design healthy changes. ****Requires Critical Thinking****
 2. Describe risk factors for cardiovascular disease and cancer.
 3. Recognize the healthy practices in the various areas of health we cover. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their understanding and knowledge of drugs and alcohol addiction. Assessment Method: Department Exam or equivalent
 - **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.
 2. Upon completion of this course, the student should be able to demonstrate their understanding and knowledge of physical fitness, nutrition and weight management. Assessment Exam: Department Exam or equivalent
 - **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 their understanding and knowledge of the dimensions of health and stress. Assessment Method: Department Exam or equivalent.
 - **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**
PowerPoint lectures and class discussions.
-

Distance Education

Delivery Methods

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

Assignments

Reading Assignments

Read Chapter 12 on Reducing Your Risk of Cardiovascular Disease and Cancer

Other Assignments

Go to a store that has a Blood Pressure machine (Raley's, Rite Aid, etc.) or go to your doctor and have your Blood Pressure taken. In your write up give your blood pressure reading. After you know your blood pressure, go to page 358 table 12.1 in your book. Determine if your systolic blood pressure is normal, pre-hypertension or hypertension. Then determine if your diastolic blood pressure is normal, pre-hypertension, hypertension stage 1 or 2, or hypertensive crisis. If either of your Blood Pressures is in the prehypertension or hypertension levels, I recommend you make an appointment with your doctor. Also go to page 380 in your text and answer the questions about #1 Evaluating Your CVD Risk. Give your scores for sections A, B and C and what they indicate. Remember to give a personal analysis about the assignment.

Methods of Evaluation

- Essay/Paper
 - Exams
 - Homework
 - Problem Solving Exercises
 - Quizzes
-

Course Materials

Textbooks:

1. Donatelle, Rebecca J. . *Health The Basics*, 12th ed. Pearson Education, 2017, ISBN: 978-0-13-418326-8
Equivalent text is acceptable
 2. Hales, Dianne. *Invitation to Health, Brief*, 17th ed. Cengage, 2016, ISBN: 9781305638006
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HLTH 10

Full Course Title: Principles of Nutrition

Short Title: Prin. of Nutrition

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

Effective Term: Fall 2016

Course Standards

Course Type: Credit - Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Nutritional Science/Dietetics (Masters Required) **Or**
 - Kinesiology (Masters Required)
-

Course Description

In-depth study of nutrients and their functions, chemical composition of foods and their utilization in the body. Course topics such as weight loss, sports nutrition, food safety, the diet-disease relationship, global nutrition, and individual's nutritional needs throughout the life cycle are emphasized. Course includes assessment of the student's own nutritional health.

Content

Course Lecture Content

1. Exploring the Science of Nutrition
 - a. Applying the scientific method to the principles of nutrition
2. Designing a Healthful Diet
 - a. Dietary guidelines for Americans
 - b. Food labels
 - c. Nutrient standards
3. The Human Body: Are We Really What We Eat?
 - a. Overview of the digestive system and process
 - b. Mechanical and chemical digestion
4. Carbohydrates: Plant-derived Energy Nutrients
 - a. Chemistry of carbohydrates
 - b. Food sources of carbohydrates

- c. Digestion of carbohydrates
- 5. Lipids: Essential Energy-Supplying Nutrients
 - a. Chemistry of lipids
 - b. Lipid digestion and absorption
 - c. Lipoprotein transport
- 6. Proteins: Crucial Components of All Body Tissues
 - a. Chemistry of proteins
 - b. Essential amino acids
 - c. Protein synthesis
 - d. Functions of protein in the body
- 7. Vitamins and Minerals
 - a. Overview of minerals and vitamins
 - b. Mineral and vitamins absorption and bioavailability
 - c. Nutrients involved in fluid and electrolyte balance
 - d. Antioxidants
 - e. Bone health
 - f. Energy metabolism
 - g. Blood health and immunity
- 8. Achieving and Maintaining a Healthful Body Weight
 - a. Lifestyle and energy balance
- 9. Nutrition and Physical Activity: Keys to Good Health
 - a. Energy sources for exercising muscles
 - b. Nutrient recommendations for athletes
- 10. Food Safety and Technology: Impact on Consumers
- 11. Nutrition Through the Life Cycle:
 - a. Pregnancy
 - b. Lactation
 - c. Infant
 - d. Toddlers
 - e. Adolescents
 - f. Adults
 - g. Older adults

Objectives

1. Demonstrate knowledge of nutrient digestion, absorption and metabolism.
 2. Students will be asked to engage in a critical analysis of their own individual diet, analyze the meaning of an "ideal diet" and produce a term paper which is a critical analysis of nutritional information. ****Requires Critical Thinking****
 3. Understand/explain the basis of the scientific method and how it is used in nutrition research. ****Requires Critical Thinking****
 4. Describe types of experimental design and the primary advantages of each.
 5. Critically evaluate nutrition information and distinguish between valid nutrition information and misinformation. ****Requires Critical Thinking****
 6. Utilize a computer database to evaluate a personal diet record. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to analyze and evaluate their personal dietary intake, making specific suggestions to improve the diet based on the scientific principles of a balanced diet. Assessment Method: Students will journal their diet for two-seven days and analyze their intake and

micro-nutrient intakes.

- **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. Upon completion of this course, the student should be able to demonstrate the understanding and knowledge of several nutritional principles and concepts. Assessment Method: Department 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.
- 3. Upon completion of this course, the student should be able to explain current nutritional information to peers. Assessment Method: Classroom presentations/group discussions evaluated by the instructor.
 - **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**
 - Video Viewings & Article Readings

Distance Education

Delivery Methods

- Online
- Hybrid
 - Some lecture hours will be online

Assignments

Reading Assignments

Read the chapter on proteins.

Writing Assignments

Write the definition of government agencies related to nutrition.

Other Assignments

1. Term paper that covers the student's personal diet analysis. This includes analysis of nutrients, fluids and application of the scientific method.

Methods of Evaluation

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

Course Materials

Textbooks:

- 1.Sizer and Whitney . *Nutrition Concepts and Controversies*, 14 ed. Cengage Publishing, 2016, ISBN: 9781305627994
Equivalent text is acceptable
2. Thompson, Janice; Manore, Melinda. *Nutrition: An Applied Approach*, 5th ed. Pearson, 2018, ISBN: 978-0-13-451623-3
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HLTH 13
Full Course Title: Nutrition and Life Fitness
Short Title: Nutrition/Fitness
TOP Code: -
Effective Term: Fall 2012

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

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

Course Description

The analysis and evaluation of current practices and theories regarding nutrition and exercise and their relationship to weight control and physical fitness. Individualized exercise prescription and nutritional analysis will be completed by each student.

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. The three components of daily energy requirements
2. Energy metabolism
3. Carbohydrates, carbohydrate metabolism
4. Carbohydrates, loading
5. Lipids or lipid metabolism

6. Protein/amino acids
7. Protein metabolism/protein needs
8. Body composition
9. Obesity
10. Osteoporosis
11. Exercise
12. Weight control
13. Fluid and electrolyte balance
14. Minerals
15. Sports anemia
16. Activity levels
17. Components of physical fitness
18. Frequency, intensity, time and type principle
19. Computer dietary analysis of current and proposed diet and nutritional assessment
20. Physical activity analysis and fitness plan
21. The relationship of exercise physiology and the related nutritional response
22. The role of food components relative to activity type and duration
23. Ergogenic aids

Objectives

1. Recognize theories of how nutrition and physical fitness relate to health promotion and prevention of chronic diseases (i.e. cancer, heart disease, obstructive bowel disorder). ****Requires Critical Thinking****
2. Identify and explain basic principles of healthful eating and physical fitness.
3. Evaluate the current and recommended nutritional practices used in various athletic events.
4. Recognize the two types of physical fitness and be able to list the four health-related fitness components.
5. Demonstrate knowledge in developing fitness for life.
6. Identify activities to include in a life fitness plan.
7. Develop a dietary plan using the "food exchange" system.
8. Identify metabolic needs and responses to carbohydrate loading.

Student Learning Outcomes

1. Upon completion of this course, the student should be able to recognize the principles of the FITT factors.
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.
2. Upon completion of this course, the student should be able to demonstrate an understanding of the principles of nutrition. 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.
3. Upon completion of this course, the student should be able to develop and design an exercise program for adults. Assessment Exam: Instructor will evaluate the student's knowledge with a verbal exam proctored by the instructor.
 - **Communication** Students will effectively use language and non-verbal communication consistently.

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

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

Assignments

Reading Assignments

Read the chapter on Nutrition of Athletes.

Writing Assignments

Write an exercise prescription for an adult.

Methods of Evaluation

- **Essay/Paper**
 - **Exams**
 - **Homework**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Quizzes**
 - **Research Project**
 - **Other**
 - Computer analysis
-

Course Materials

Textbooks:

1. Powers, Dodd, Jackson. *Total Fitness and Wellness*, 7th ed. Pearson, 2017, ISBN: 13:978-0-13-415315-5
Equivalent text is acceptable

Other:

1. Dietary computer analysis software.
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HLTH 2
Full Course Title: First Aid and Cardiopulmonary Resuscitation
Short Title: First Aid & CPR
TOP Code: -
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 18.0
Lecture hours: 18.0
Hours outside of class: 36.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

Learn the skills needed for standard First Aid and Cardiopulmonary Resuscitation/AED. This course is highly recommended for volunteer coaches, parents, child care givers and individuals who are interested in helping save lives. Upon successful completion of the course, students may receive a Red Cross certification card.

Content

Course Lecture Content

- A. Before Giving Care and Checking an Injured or Ill Person
 - 1. EMS system
 - 2. Checking a conscious person
 - 3. Shock
 - 4. Checking an unconscious person
- B. Cardiac Emergencies and CPR
 - 1. Heart attacks
 - 2. CPR for adults

3. CPR for children
 4. CPR for infants
- C. AED
1. Using an AED
 2. AED precautions
 3. How to use an AED - Adults
 4. How to use an AED - Children and infants
- D. Breathing Emergencies
1. Choking
 2. Conscious Choking - Adult, child and infant
 3. Unconscious Choking - Adult, child and infant
- E. First Aid for Sudden Illness and Environmental Emergencies
1. Eye and nose injuries
 2. Bites and stings
 3. Poisoning
 4. Fractures, dislocations, sprains and strains
 5. Wounds and burns
- F. First Aid for Injuries to Muscles, Bones and Joints
1. Applying anatomic splint
 2. Applying soft and rigid splint
 3. Applying a sling and binder
- G. Other Emergencies
1. Diabetic emergencies
 2. Stroke
 3. Seizures
 4. Anaphylaxis and epinephrine auto-injectors
 5. Asthma

Objectives

1. Demonstrate Emergency Action Steps.
2. Demonstrate correct positioning of a victim and rescue breathing for adults, children and

3. Demonstrate first aid for a conscious and unconscious choking victim.
 4. Demonstrate CPR for adults, children and infants.
 5. Understand how to use an Automated External Defibrillator (AED) in appropriate situations for adults, children and infants.
 6. Demonstrate how to control bleeding and give first aid for shock.
 7. Demonstrate first aid for bites, stings, nose bleeds and tick removal.
 8. Demonstrate first aid for fractures, dislocations, sprains and strains.
 9. Demonstrate first aid for diabetic emergencies.
 10. Demonstrate first aid for stroke and seizures.
 11. Evaluate victim's status. ****Requires Critical Thinking****
 12. Proper activation of EMS.
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate CPR for adults, children and infants. Assessment Method: Instructor observation and skill analysis of the compression technique needed for CPR of adults, children and infants in the classroom.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 2. Upon completion of this course, the student should be able to use an AED properly on adults, children and infants. Assessment Method: Instructor observation and skill analysis of the proper use of an AED on adults, children and infants.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. Upon completion of this course, the student should be able to demonstrate the understanding and knowledge of CPR and First Aid. Assessment Method: Passing with 70% or better the American Red Cross exams for CPR and First Aid
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- **Lecture/Discussion**
Discuss each chapter in the manual. Discuss the appropriate actions you should take for various CPR and First Aid scenarios.
-

Assignments

Reading Assignments

Read Chapter 4 on choking.

Other Assignments

Perform six cycles of CPR on the manikins provided in class.

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Quizzes**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
American Red Cross exams.
-

Course Materials

Manuals:

1. American Red Cross. *First Aid/CPR/AED Participant's Manual*, 2nd ed. StayWell Health & Safety Solutions, 2016, ISBN: 978-1-58480-665-3
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HLTH 4
Full Course Title: Psychosocial Health
Short Title: Psychosocial Health
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

- Health (Masters Required) **Or**
 - Physical Education (Masters Required) **Or**
 - Psychology (Masters Required)
-

Course Description

Explores how attitudes and emotions affect physical health along with emotional health. Additionally, how psychosocial health can play a role in prevention of disease. This class presents current research on the link between the mind and the body.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Mind-Body Connection
 - a. Psychoneuroimmunology
 - b. Stress and Health
 - c. Job Stress and Health
2. Personality Styles and Health
 - a. Disease Prone Personality

- b. CHD Personality
 - c. Anger/Hostility Health
 - d. Worry, Fear, Anxiety
 - e. Depression, Despair
 - f. Sleep and Health
 - g. Disease Resistant Personality
- 3. Social Support and Health
 - a. Social Support, Relationships/Health
 - b. Loneliness and Health
 - c. Marriage and Health
 - d. Families and Health
 - e. Grief, Bereavement and Health
- 4. Spirituality and Health
 - a. Healing Powers
 - b. Altruism
 - c. Hope
- 5. Perception and Health
 - a. Locus of Control
 - b. Self-esteem
 - c. Pessimism, Negativism
 - d. Optimism
 - e. Humor
- 6. Behavioral Medium Treatment
 - a. Effects on Medical Outcomes
 - b. Methods of Intervention and Principles
 - c. Stress Resilience

Objectives

1. Define the role of the mind-body connection.
2. Report student personality style in relation to health.
3. Identify anger, hostility, anxiety and depression symptoms.
4. Analyze past and current relationships along with social supports.
5. Explain principles of stress resilience.
6. Describe the stress syndrome model. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge of the stress syndrome model. Assessment Method: Students will be tested and asked to express their knowledge of the stress syndrome model associated with psychosocial health.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. Upon completion of this course, the student should be able to identify anger, hostility, anxiety and depression characteristics and behaviors. Assessment Method: Students will be tested and asked to identify characteristics and behaviors of anger, hostility, anxiety and depression.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve

- educational, professional, and personal objectives.
3. Upon completion of this course, the student should be able to explain principles of stress resilience.

Assessment Method: Students will be tested on the principles of stress resilience.

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- **Lecture/Discussion**
-

Distance Education

Delivery Methods

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

Assignments

Reading Assignments

Read the weekly chapters as assigned by the instructor.

Writing Assignments

Written assignments are based on the readings.

Methods of Evaluation

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

Course Materials

Textbooks:

1. -. *Mind/Body Health: The Effects of Attitudes, Emotions and Relationships*, 4th ed. -, 2009, ISBN: 9780321596420
Equivalent text is acceptable

Other:

1. Access to computer with internet.
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HLTH 5
Full Course Title: Sport Psychology
Short Title: Sport Psych
TOP Code: -
Effective Term: Spring 2016

Course Standards

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

Minimum Qualifications for Instructors

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

Course Description

Provides a concentrated study of human behavior in the context of participating in sport and how behavior (performance) is affected by other sources. Includes study about motivation, the brain's impact on performance, stress, goal setting, sport imagery and current research into sport performance.

Content

Course Lecture Content

1. Overview of the Field
 - a. The science of sport psychology
2. Psychology of Sport Performance
 - a. Personal factors affecting sport performance
 - b. Youth Sports
 - c. Motivation
 - d. Attribution theories
 - e. Emotion
 - f. Coping with stress in sport
 - g. Aggression
 - h. Applying sport psychology
3. Coaching Psychology
 - a. Effective communication
 - b. Leadership and coaching in sport

- c. Team cohesion and group dynamics
- 4. Psychology of Physical Activity
 - a. Applied exercise psychology
 - b. Future direction of sport psychology

Objectives

1. Analyze and apply motivational techniques.
2. Question and discuss the nature of stress and the psychological effects on individuals.
3. Compare and contrast goal setting techniques and tools.
4. Develop relaxation/imagery sequence.
5. Identify anxiety and arousal characteristics for sport performance.
6. Design stress management techniques.
7. Understand the role and interactions of team members.
8. Discuss the theoretical bases of aggression.
9. Develop strategies for motivating athletes and teams.
10. Analyze various theories about personality attributions. ****Requires Critical Thinking****
11. Compare different motivational techniques. ****Requires Critical Thinking****
12. Analyze theoretical concepts of aggression. ****Requires Critical Thinking****
13. Develop a plan for an effective team climate. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, the student should be able to comprehend and identify the major concept of personality attributions. Assessment Method: Students will be tested and asked to express their knowledge of the concept of personality attribution.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Upon completion of this course, the student should be able to identify anxiety and arousal characteristics and the effects on sport performance. Assessment Method: Written test department prompt.
 - **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.
3. Upon completion of this course, the student should be able to develop strategies for motivating athletes and teams. Assessment Method: Written test department prompt.
 - **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

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

Assignments

Reading Assignments

Read the chapter on mental imagery and performance.

Writing Assignments

Write a paper on anxiety as it relates to sport performance.

Other Assignments

Movie Analysis

The purpose of this assignment is to apply what you have learned in this course as it relates to the Psychology of Sport found in a movie you will watch and review. Please discuss some of the psychological skills discussed in this class that are reflected in the movie. The paper should be two to three pages in length. The movie must be one that deals with sports. You need to see the entire movie while noting the various psychological aspects seen in the movie (motivation, leadership, etc.).

The following list of movies, while not complete, would be acceptable to watch and review:

Rocky, Rudy, Chariots of Fire, Hoosiers, Bull Durham, Million Dollar Baby, Coach Carter, The Rookie, Remember the Titans, A League of Their Own

Your analysis should include:

I. Introduction to the Movie

Why you picked it?

What is the plot?

II. The psychological skills addressed

III. Conclusion

Methods of Evaluation

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

Course Materials

Textbooks:

1. Anshel, Mark H. *Sport Psychology From Theory to Practice*, 5th ed. Benjamin Cummings Pearson, 2012, ISBN: 10:0321732499
Equivalent text is acceptable
 2. R. Weinberg / D. Gould. *Foundations of Sport and Exercise Psychology*, 6th ed. Human Kinetics, 2015, ISBN: 13:9781450469814
Equivalent text is acceptable
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 2.01R
Full Course Title: Baseball Skills
Short Title: Baseball Skills
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: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: Yes (3)
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

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

Course Description

Techniques of baseball and conditioning used in preparing for intercollegiate competition.

Content

Course Lecture Content

1. Teamwork Development
2. Fundamentals and Techniques of Collegiate Baseball
 - a. Fielding
 - b. Throwing
 - c. Positioning
 - d. Hitting
 - e. Bunting
 - f. Base Running
 - g. Sliding
 - h. Rules
3. Offensive strategy
4. Defensive strategy

Course Lab/Activity Content

1. Collegiate level baseball intersquad competitions.
 2. Baseball defensive practice of skills.
 3. Baseball offensive practice of skills.
-

Objectives

1. Demonstrate collegiate level baseball conditioning.
 2. Describe the proper selection and care of equipment.
 3. Execute offensive movement in game-like situations.
 4. Execute team defensive movement in game-like situations.
 5. Develop basic baseball skills and techniques.
 6. Analyze one's own baseball strengths and weaknesses. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their defensive skills of baseball. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 2. Upon completion of this course, the student should be able to demonstrate their knowledge of baseball strategies. Assessment Method: Instructor provided verbal exam.
 - **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.
 3. Upon completion of this course, the student should be able to demonstrate improvement in their offensive skills of baseball. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Video analysis.
-

Assignments

Reading Assignments

Read information about the different theories of baseball swings.

Other Assignments

Research, observe and analyze different baseball skills and verbally explain the techniques.

Methods of Evaluation

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

Analysis of individual baseball skills.

Course Materials

Other:

1. Reading as assigned by the instructor.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 2.03R
Full Course Title: Basketball Skills-Men
Short Title: Basketball Sk-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: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: Yes (3)
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

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

Course Description

Techniques of basketball and conditioning used in preparing for intercollegiate competition.

Content

Course Lecture Content

1. Conditioning for Competition
2. Fundamentals of Collegiate Basketball
3. Offensive Organization
 - a. Fast Break
 - b. Press Attack
 - c. Zone Offensive Techniques
 - d. Man-to-man Offensive Techniques
4. Defensive Organization
 - a. Fundamentals of Defense
 - b. Main Principles
 - c. Zone Principles
 - d. Trapping Techniques

Course Lab/Activity Content

1. Collegiate level basketball intrasquad competitions.
 - a. 5 on 5
 - b. 3 on 3
 2. Basketball defensive implementation of skills and strategies.
 3. Basketball offensive implementation of plays.
-

Objectives

1. Demonstrate collegiate level conditioning.
 2. Demonstrate proper fundamentals of dribbling, passing, rebounding, footwork, screening and shooting.
 3. Execute offensive movement in game-like situations.
 4. Execute team defensive movement in game-like situations.
 5. Analyze individual skills development throughout the season. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student will demonstrate improvement in their defensive skills of basketball. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 2. Upon completion of this course, the student will demonstrate their knowledge of basketball strategies. Assessment Method: Instructor provided verbal exam.
 - **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.
 3. Upon completion of this course, the student will demonstrate improvement in their offensive skills of basketball. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Video analysis.
-

Assignments

Reading Assignments**Other Assignments**

Research, observe and analyze different basketball skills and verbally explain the techniques.

Methods of Evaluation

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

Analysis of team and individual play.

Course Materials**Other:**

1. Reading as assigned by the instructor.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ATHL 2.04R
Full Course Title: Basketball Skills-Women
Short Title: Basketball Sk-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: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: Yes (3)
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

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

Course Description

Techniques of basketball and conditioning used in preparing for intercollegiate competition.

Content

Course Lecture Content

1. Conditioning for Competition
2. Fundamentals of Collegiate Basketball
3. Offensive Organization
 - a. Fast Break
 - b. Press Attack
 - c. Zone Offensive Techniques
 - d. Man-to-man Offensive Techniques
4. Defensive Organization
 - a. Fundamentals of Defense
 - b. Main Principles
 - c. Zone Principles
 - d. Trapping Techniques

Course Lab/Activity Content

1. Collegiate level women's basketball inter-squad competitions.
 - a. 5 on 5
 - b. 3 on 3
 2. Women's basketball defensive practice of skills and techniques.
 3. Women's basketball offensive implementation of plays.
-

Objectives

1. Demonstrate collegiate level conditioning.
 2. Demonstrate proper fundamentals of dribbling, passing, rebounding, footwork, screening and shooting.
 3. Execute offensive movement in game-like situations.
 4. Execute team defensive movement in game-like situations.
 5. Analyze offensive and defensive strategies. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate improvement in their defensive skills of basketball. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 2. Upon completion of this course, the student should be able to demonstrate their knowledge of basketball strategies. Assessment Method: Instructor provided verbal exam.
 - **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.
 3. Upon completion of this course, the student should be able to demonstrate improvement in their offensive skills of basketball. Assessment Method: Instructor provided test.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Video analysis.
-

Assignments

Reading Assignments**Other Assignments**

Research, observe and analyze different women's basketball skills and verbally explain the techniques.

Methods of Evaluation

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

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: KINES 1.24
Full Course Title: Bowling
Short Title: Bowling
TOP Code: 0835.00 - Health and Physical Education, General
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

Coeducational bowling; the techniques and skills of bowling; emphasis on fundamentals, rules, and etiquette.

Content

Course Lecture Content

1. History and development of bowling
2. Rules
 - a. Fouls
 - b. Spare Rule
 - c. Strike Rule
 - d. Split Bowling
3. Proper care of bowling equipment
4. Techniques for various bowling shots
5. Scoring
6. Etiquette

Course Lab/Activity Content

1. Fundamentals and Techniques

- a. 3-4-5 Step Delivery
 - b. Straight Ball
 - c. Hook Ball
-

Objectives

1. Describe proper selection and care of bowling equipment.
 2. Demonstrate proper bowling techniques and skills.
 3. Demonstrate proper bowling rules, scoring, strategy and etiquette.
 4. Bowl and score accurately a complete game.
 5. Analyze the student's individual strengths and weaknesses of different bowling shots. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules, history, and basic skills of bowling. Assessment Method: Written test on rules, history, and basic skills of bowling.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department 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.
 3. Upon completion of this course, the student should be able to describe and discuss the strategies for bowling. Assessment Method: Instructor provided verbal exam.
 - **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

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam.

Other Assignments

Go to Internet to watch and evaluate different bowling techniques.

Methods of Evaluation

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

Course Materials

Other:

1. Internet reading as assigned by the instructor.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 1.25
Full Course Title: Badminton
Short Title: Badminton
TOP Code: 0835.00 - Health and Physical Education, General
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

Skills and fundamentals in individual and doubles play with an emphasis on rules and etiquette.

Content

Course Lecture Content

1. Strategies and tactics for play
 - a. Depth of shot
 - b. Accuracy
 - c. Consistency
 - d. Patience
 - e. Court utilization
2. Basic strategy for singles and doubles play
3. Review
 - a. Rules
 - b. Scoring
 - c. Tie-breakers
 - d. Etiquette

Course Lab/Activity Content

1. Grips for forehand and backhand strokes
 2. Racket, head positions and preparation
 3. Footwork
 4. Stroke production
 - a. Underhand and overhand clear shots
 - b. Underhand and overhand drop shots
 - c. Smash and drive shots
 - d. Serve: low- and high- forehand and backhand
 - e. Return of serve
 - f. Backhand shots
 - g. Block returns
-

Objectives

1. Demonstrate the proper grips, footwork, racquet head positions, and basic strokes.
 2. Score and play a full game of badminton (singles and doubles) using fundamental skills and strategies and proper etiquette.
 3. With class repetition, demonstrate additional techniques and strategies to enhance skills for better play.
 4. Analyze opponents' strategies and tactics and be able to defend and off-set the opponent with other strategies. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules of badminton. 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.
 2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department 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.
 3. Upon completion of this course, the student should be able to describe and discuss the strategies for badminton. Assessment Method: Instructor provided verbal exam.
 - **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

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam.

Other Assignments

Go to the Internet and analyze various badminton skills.

Methods of Evaluation

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

Course Materials

Other:

1. Handouts - Rules/Terminology
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 1.31
Full Course Title: Golf-Beginning
Short Title: Golf-Beginning
TOP Code: 0835.00 - Health and Physical Education, General
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

Beginning golf skills and etiquette. The history of golf.

Content

Course Lecture Content

1. History of Golf
2. Course Etiquette
 - a. On the greens
 - b. On the tee box
 - c. On the fairways
3. Rules of Play
4. Swing Techniques for Different Clubs and Shots
5. Course Management

Course Lab/Activity Content

1. Basic Grip

- a. Full Swing
 - b. Putting
 - c. Chipping
 - 2. Putting
 - 3. Swing for Woods
 - 4. Swing for Irons
-

Objectives

1. Summarize the basic history of golf.
 2. Use proper golfing etiquette.
 3. Describe the rules of play.
 4. Demonstrate the basic techniques for approach shots.
 5. Demonstrate a full swing with the short and mid-long irons.
 6. Select appropriate clubs for various distances. ****Requires Critical Thinking****
 7. Select desired route for shots.
 8. Read putting greens effectively.
 9. Demonstrate an understanding of proper grip, stance, and swing.
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of the rules of golf. 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.
 2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department 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.
 3. Upon completion of this course, the student should be able to describe and discuss the club selection for certain situations in golf. Assessment Method: Instructor provided verbal exam.
 - **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

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam.

Other Assignments

Students will fill out a score card properly.

Methods of Evaluation

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

Course Materials

None

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 1.33
Full Course Title: Advanced Golf
Short Title: Advanced Golf
TOP Code: 0835.00 - Health and Physical Education, General
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

Instruction and practice in advanced golf techniques.

Content

Course Lecture Content

1. Course Management
 - a. Advanced Course Management Strategies
 - b. Course Etiquette
2. Rules
 - a. Match Play
 - b. Scramble Play
 - c. Course Rules
3. Golf History

Course Lab/Activity Content

1. Advanced Golf Skills

- a. Full Swing
 - b. Chip Shots
 - c. Putting
 - d. Sand play
2. Match Play
-

Objectives

1. Demonstrate how to properly care for golf equipment.
 2. Describe and demonstrate the fundamental skills, rules and etiquette of the game.
 3. Describe the history of golf.
 4. Demonstrate knowledge of the rules of golf.
 5. Analyze the game of golf, including course management techniques. ****Requires Critical Thinking****
 6. Analyze golf club selection. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate their knowledge and understanding of golf etiquette. 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.
 2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department 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.
 3. Upon completion of this course, the student should be able to describe and discuss the various swing techniques for different golf clubs. Assessment Method: Instructor provided verbal exam.
 - **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

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam.

Other Assignments

Analyze the different golf swings for driving versus chipping the golf ball.

Methods of Evaluation

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

Course Materials

None

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 1.36
Full Course Title: Yoga
Short Title: Yoga
TOP Code: 0835.00 - Health and Physical Education, General
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

Development of basic Yoga postures, breathing practices, stretching, and relaxation techniques as a method to improve flexibility, decrease stress and improve physical and mental well-being.

Content

Course Lecture Content

1. Yoga Philosophy and Historical Background
 - a. Definition and Theory of Yoga
 - b. General History and Content of All Branches of Yoga
 - c. Principles of Hatha Yoga
 - d. Yoga and Indian Culture
2. Anatomy and Physiology
 - a. Basic Spinal Anatomy and Physiology
3. Yoga and Nutrition
 - a. Principles of Vegetarian Diet

Course Lab/Activity Content

1. Yoga Postures (Asanas)
 - a. Technical Alignment
 - b. Form and Expression
 - c. Benefits
 2. Breathing Exercises
 - a. Breath Control (Pranayama)
 - b. Energizing Techniques
 3. Relaxation and Meditation
 - a. Deep Relaxation Exercises
 - b. Basic Meditation Technique
-

Objectives

1. Effectively demonstrate ten basic Hatha Yoga postures.
 2. Demonstrate improved flexibility measured by three separate flexibility evaluations taken at the beginning, middle and end of the semester.
 3. Demonstrate basic understanding of the history of Yoga and its relationship to Indian culture measured through a written evaluation.
 4. Demonstrate a higher level of Yoga skills.
 5. Analyze and create a Yoga routine that will be evaluated by the instructor. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate and understand the basic form of beginning level asanas (yoga postures). Understand alignment/anatomical principles for "safe" flexibility, strength, endurance, and focus. Experience basic meditation/breath practices. Assessment Method: Demonstrate improved flexibility, stabilizing strength for balance capacity to sit in focused meditation @ 5-20 min/day.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department 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.
 3. Upon completion of this course, the student should be able to demonstrate improvement in their flexibility. Assessment Method: Sit and Reach Test
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Readings from various sources provided by the instructor.

Other Assignments

Students will demonstrate the different Yoga poses and give the proper Yoga name for each.

Methods of Evaluation

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

Course Materials**Other:**

1. Other material will be provided by the instructor teaching the course.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 1.37
Full Course Title: Club Fitness
Short Title: Club Fitness
TOP Code: 0835.00 - Health and Physical Education, General
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 81.0
Total contact hours in class: 54.0
Lecture hours: 13.5
Lab hours: 40.5
Hours outside of class: 27.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

Uses treadmills, stationary bikes, rowing machines, and step machines for developing fitness levels. Physical fitness assessment and analysis is performed. Development of individualized fitness and wellness programs.

Content

Course Lecture Content

1. Physical Fitness Analysis
 - a. Muscular fitness
 - b. Cardiovascular fitness
 - c. Nutrition
 - d. Flexibility
2. Nutrition
 - a. Dietary guidelines
 - b. Basic food groups
 - c. Hydration
3. Weight Control
 - a. Role of fat, carbohydrates, protein, vitamins, minerals in diet
 - b. Role of exercise
 - c. Role of caloric reduction
4. Physical Fitness

- a. Components of physical fitness
 - b. Role of specific activities
 - c. Exercise pulse rate
 - d. Minimum daily requirements
- 5. Equipment Selection
 - a. Shoes
 - b. Clothing
- 6. Safety Procedures
 - a. Exercise pulse rates
 - b. Performing exercises correctly
 - c. Correct nutrition and hydration

Course Lab/Activity Content

- 1. Exercise Performance
 - a. Walking, Jogging, Running
 - b. Aerobics
 - c. Weight Training
 - d. Proper Stretching Technique

Objectives

- 1. Develop an individual physical fitness plan.
- 2. Develop an individual diet plan.
- 3. Recognize and compare activities that develop muscular fitness, cardiovascular fitness and flexibility.
- 4. Analyze an individual physical fitness plan designed to improve cardiovascular endurance. ****Requires Critical Thinking****

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate improvement on their cardiovascular endurance. Assessment Method: 3-Minute Step Test
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, the student should be able to describe their knowledge of fitness information. Assessment Method: Department 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.
- 3. Upon completion of this course, the student should be able to demonstrate improvement in their core body strength. Assessment Method: 1-Minute Sit-Up Test
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

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

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam.

Other Assignments

Students will journal workouts.

Methods of Evaluation

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

Course Materials

Other:

1. Student must provide notebook for taking notes. Proper workout attire is mandatory. Students will need access to a computer to get notes off the Yuba College portal and/or Canvas.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 1.42
Full Course Title: Beginning Dance Techniques
Short Title: Beg Dance Tech
TOP Code: 0835.00 - Health and Physical Education, General
Effective Term: Fall 2017

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

Introduction to individual techniques of various dance styles: foxtrot, swing, rhumba, cha-cha, polka, country line.

Content

Course Lecture Content

1. Explanation of the footwork for the dances
 - a. Foot placement
 - b. Spacing with your partner
2. Proper etiquette on the dance floor
 - a. Hygiene
 - b. Stance and proper hand placement

Course Lab/Activity Content

1. Guided practice in the following dance patterns:
 - a. Fox Trot

- b. Jitterbug-Swing
 - c. Country Swing
 - d. Country Two-Step
 - e. Waltz
 - f. Cha-Cha
 - g. Rhumba
 - h. Polka
-

Objectives

1. Demonstrate different types of ballroom and country dances.
 2. Identify distinguishing characteristics of each type of dance.
 3. Perform, at an introductory level, basic steps of each type of dance.
 4. Describe the courtesy involved in touch dance.
 5. Score a minimum of 70% on a written knowledge test covering dance skills, terminology, and etiquette.
 6. Analyze dances, perform correct movements, and implement etiquette. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate proper dance techniques and style while performing the East Coast Swing. 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.
 2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department 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.
 3. Upon completion of this course, the student should be able to describe and discuss dance etiquette. Assessment Method: Instructor provided verbal exam.
 - **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

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam.

Other Assignments

Analyze dance techniques from internet sources. Determine if frame is being held correctly or not for each dance.

Methods of Evaluation

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

Course Materials

Other:

1. As assigned by individual instructors
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: KINES 1.43
Full Course Title: American Style Swing and Latin Dance
Short Title: Swing & Latin Dance
TOP Code: 0835.00 - Health and Physical Education, General
Effective Term: Spring 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.5
Total class hours: 81.0
 Total contact hours in class: 54.0
 Lecture hours: 13.5
 Lab hours: 40.5
 Hours outside of class: 27.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

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

Course Description

American Swing and Latin Dancing will include four of the most popular swing dances: East Coast Swing, West Coast Swing, Hustle, and either Jive or Lindy, and four of the most popular Latin dances: Cha Cha, Salsa, Samba, and Tango.

Content

Course Lecture Content

- I. Dance Fundamentals
 - a. Correct dance frame
 - b. Connection with partner as appropriate for each particular dance
 - c. Starting dance position: ie. which foot is free
- II. Safety Guidelines
 - a. Appropriate clothing
 - b. Appropriate footwear

III. Line of Dance

Course Lab/Activity Content

I. Dance Techniques

- a. East Coast Swing
- b. West Coast Swing
- c. Hustle
- d. Jive or Lindy
- e. Cha Cha
- f. Salsa
- g. Samba
- h. Tango

Objectives

1. Recognize the different swing and Latin dances and the different characteristics of each of the dances taught in the class. ****Requires Critical Thinking****
 2. Perform at a beginning level the basic steps of each dance taught in the course.
 3. Demonstrate the courtesy expected in dancing with a partner and with other couples.
 4. Analyze dance, perform correct steps, and implement etiquette. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate proper dance techniques and style while performing Latin dance. 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.
2. Upon completion of this course, the student should be able to demonstrate their knowledge of fitness information. Assessment Method: Department 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.
3. Upon completion of this course, the student should be able to describe and discuss dance etiquette. Assessment Method: Instructor provided verbal exam.
 - **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.

- educational, professional, and personal objectives.
4. Upon completion of this course, the student should be able to demonstrate the correct posture, dance position, and footwork for each dance taught in the course. 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.
-

Methods of Instruction

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

Assignments

Reading Assignments

Read the lecture information that will be covered on the department exam.

Other Assignments

All students will select one of the eight dances taught in the class and perform the dance at the Final Examination. The instructor will demonstrate a selected number of steps in each dance that the students must demonstrate to show basic competency in their selected final dance. The student may fill in other steps taught in class and/or learned outside of class.

Methods of Evaluation

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

Course Materials

Other:

1. Instructor will provide handouts with information about each of the eight dances covered in the course.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: PSYCH 6
Full Course Title: Introduction to Statistics in Social and Behavioral Science
Short Title: Stats for Soc Sci
TOP Code: -
Effective Term:

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

- Psychology (Masters Required) **Or**
 - Mathematics (Masters Required)
-

Course Description

An introduction to the basic statistical methods and analyses commonly used in social and behavioral science research (use of probability techniques, hypothesis testing, and predictive techniques), including applications of statistical software to social science data. Topics include descriptive statistics; probability and sampling distributions; statistical inference; correlation and linear regression; analysis of variance, chi-square and t-tests; and application of technology for statistical analysis including the interpretation of the relevance of the statistical findings. This course is designed for Psychology students who plan to transfer to a UC/CSU and does NOT fulfill the mathematics competency for local graduation requirements.

Conditions of Enrollment

Satisfactory completion of: (MATH 52 or MATH 52B); PSYCH 1A

Content

Course Lecture Content

1. Summarizing data graphically and numerically;
2. Descriptive statistics: measurement, measures of central tendency, and variation;
3. Sample spaces and probability;
4. Random variables and expected value;
5. Sampling and sampling distributions;

6. Discrete distributions – Binomial;
 7. Continuous distributions – Normal;
 8. The Central Limit Theorem;
 9. Estimation and confidence intervals;
 10. Hypothesis Testing and inference, including t-tests for one and two populations, and Chi-square test;
 11. Correlation, regression lines, and analysis of variance (ANOVA);
 12. Applications using data from at least four of the following disciplines: business, economics, social science, psychology, political science, administration of justice, life science, physical science, health science, information technology, and education; and
 13. Technology based statistical analysis.
-

Objectives

1. Interpret data displayed in tables and graphically;
 2. Apply concepts of sample space and probability; ****Requires Critical Thinking****
 3. Calculate measures of central tendency and variation for a given data set;
 4. Identify the standard methods of obtaining data and identify advantages and disadvantages of each; ****Requires Critical Thinking****
 5. Calculate probabilities using normal and t-distributions;
 6. Distinguish the difference between sample and population distributions and analyze the role played by the Central Limit Theorem; ****Requires Critical Thinking****
 7. Construct and interpret confidence intervals;
 8. Determine and interpret levels of statistical significance including p-values; ****Requires Critical Thinking****
 9. Interpret the output of a technology-based statistical analysis;
 10. Identify the basic concept of hypothesis testing including Type I and II errors; ****Requires Critical Thinking****
 11. Formulate hypothesis tests involving samples from one and two populations; ****Requires Critical Thinking****
 12. Select the appropriate technique for testing a hypothesis and interpret the result; ****Requires Critical Thinking****
 13. Use regression lines and ANOVA for estimation and inference, and interpret the associated statistics; and ****Requires Critical Thinking****
 14. Use appropriate statistical techniques to analyze and interpret applications based on data from at least four of the following disciplines: business, economics, social science, psychology, political science, administration of justice, life science, physical science, health science, information technology, and education. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Formulate and identify null and alternative hypotheses in research
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

2. Define and give examples of independent variables, dependent variables, and scales of measurement
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Generate and interpret various types of graphical displays and tables from research data
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 4. Analyze data using statistical software
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 5. Perform and evaluate descriptive (e.g., mean, median, variance, standard deviation, etc.) and inferential (e.g., correlation, t-tests, ANOVA, etc.) statistics.
 - **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**
-

Assignments

Reading Assignments

Article Review – Loftus & Palmer (1974)

Turn in your answers to the following questions with your article critique.

1. What is the main research problem/question addressed in the article?
2. There were two experiments conducted. Briefly describe the first experiment.
 - A. What was the hypothesis?
 - B. How was the hypothesis tested for the first experiment?
 - C. What was (were) the IV(s)?
 - D. What was (were) the DV(s)? Give the specific operational definition.
 - E. Briefly describe the participants.
 - F. Describe the results. What did the researchers find?
 - G. What are the implications of the findings?
 - H. What are the limitations? How could the experiment be improved?
3. There were two experiments conducted. Briefly describe the second experiment.
 - A. What was the hypothesis?
 - B. How was the hypothesis tested for the first experiment?
 - C. What was (were) the IV(s)?
 - D. What was (were) the DV(s)? Give the specific operational definition.
 - E. Briefly describe the participants.
 - F. Describe the results. What did the researchers find?
 - G. What are the limitations? How could the experiment be improved?
4. Write an APA style reference for this article. Be careful to exactly follow APA format.

Writing Assignments

Complete a mini write-up for the Facial Feedback Hypothesis Replication study we conducted. Include all of the following:

1. METHOD SECTION
 - a. A brief description of the participants
 - b. Describe how the data was collected

- c. The (experimental) design
- d. Identify the IV & DV

2. RESULTS SECTION (SEE EXAMPLE IN YOUR FOLDER)

- a. Give the descriptive statistics
- b. Give the corresponding inferential statistics
 - i. Identify the type of t-test you conducted
 - ii. Report the t using APA style (e.g., $t(df) = X.XX$, $p = .XX$)
- c. Significant?

3. DISCUSSION SECTION

- a. Briefly state the main findings without using statistical terminology
- b. Discuss how the results relate to the literature
- c. Mention any limitations of the study
- d. Discuss the real life implications/recommendations of the results

Other Assignments

Answer the following questions and identify the BEST statistical test to use.

1. A researcher wants to determine if there is a significant difference between Picture Arrangement scores (a subset of the WAIS III that may tap right-brain processing powers) between groups of right- and left-handed college students.

- A. What is the IV? [1 pt]
- B. What are the levels of the IV? [.5 pts]
- C. What is the DV? [1 pt]
- D. What is the measurement scale of the DV? [1 pt]
- E. What statistical test should be used? [1 pt]

2. A researcher interested in the effects of alcohol on fine motor control randomly assigned 36 participants to one of three groups. Participants consumed either 0, 1, or 3 ounces of alcohol. Then they traced a star while looking at the image of the star in a mirror. The researcher counted the number of errors each participant made while performing the mirror-image tracing task.

- A. What is the IV? [1 pt]
- B. What are the levels of the IV? [.5 pts]
- C. What is the DV? [1 pt]
- D. What is the measurement scale of the DV? [1 pt]
- E. What statistical test should be used? [1 pt]

3. A researcher is interested in the effects of marijuana on pulse rate. A group of 20 college students was randomly selected and their pulse rates recorded. They were given (and smoked) one marijuana cigarette and 30 minutes later their pulse rates were taken again. Does marijuana have an effect on pulse rate?

- A. What is the IV? [1 pt]
- B. What are the levels of the IV? [.5 pts]
- C. What is the DV? [1 pt]
- D. What is the measurement scale of the DV? [1 pt]
- E. What statistical test should be used? [1 pt]

4. Researchers at a food company are interested in how a new spaghetti sauce made from green tomatoes (and green in color) will compare to their traditional red spaghetti sauce color. They are worried the green color will adversely affect the tastiness scores. They randomly assign subjects to either the green or red sauce condition. Participants indicate the tastiness of the sauce on a 10-point scale.

- A. What is the IV? [1 pt]
- B. What are the levels of the IV? [.5 pts]
- C. What is the DV? [1 pt]
- D. What is the measurement scale of the DV? [1 pt]

E.What statistical test should be used? [1 pt]

5.Suppose you conducted a drug trial on a group of animals and you hypothesized that the animals receiving the drug would show increased heart rates compared to those that did not receive the drug. You conduct the study and collect whether the animal received the drug (yes or no) and whether there was an increase in heart rate (yes or no).

A.Identify each variable AND the measurement scale for each variable. [1 pt]

B.What test should be used? [1 pt]

Methods of Evaluation

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

Course Materials

Textbooks:

1. Gravetter & Wallnau . *Statistics for The Behavioral Sciences*, 10th ed. Wadsworth Publishing, 2016, ISBN: 978-1305504912
Equivalent text is acceptable
 2. Levin, Fox, & Forde . *Elementary Statistics in Social Research*, 12th ed. Pearson, 2016, ISBN: 978-0134238784
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 514

Full Course Title: English Conversation, Level 1

Short Title: Conversation 1

TOP Code: 4930.86 - English as a Second Language - Listening and Speaking

Effective Term: Fall 2018

Course Standards

Course Type: Noncredit

Total contact hours in class: 28.0 - 36.0

Lecture hours: 28.0 - 36.0

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

The first course in conversation for low-beginning ESL students. Develops basic listening and speaking skills using everyday conversation in small groups and one-on-one. Emphasis on listening comprehension, pronunciation, intonation, and role-playing simulations. Students will develop basic English vocabulary and grammar necessary for successful communication. Topics include personal and family information, daily activities, and other subjects of general interest. Concurrent enrollment in ESL 212/512, 213/513, 215/515, and 226L/526LR is highly recommended.

Content

Course Lecture Content

1. Communication

- (a) Personal Information
- (b) Shopping
- (c) Food
- (d) Housing
- (e) Our Community
- (f) Health and Fitness
- (g) Working

(h) People and Learning

2. Grammar

A. Tense

a) Simple Present

i) Be and Have

ii) Other basic verbs

b) Present continuous

c) Basic Existential Sentences

B. Determiners

a) Simple Descriptive Adjectives

b) Possessive Adjectives

C. Prepositions

3. Vocabulary

Objectives

1. Understand and intelligibly pronounce the English alphabet.
2. Use simple present tense with BE and HAVE to exchange personal information.
3. Use possessive adjectives to describe family members.
4. Use the simple present with a variety of verbs to describe one's daily routine.
5. Use present progressive tense to describe activities in progress or current conditions.
6. Use prepositions of location to give and follow instructions for drawing shapes and symbols on paper.
7. Demonstrate comprehension of basic commands through physical action. ****Requires Critical Thinking****
8. Demonstrate comprehension of American English in selected social situations. ****Requires Critical Thinking****
9. Communicate with at least minimal adequacy in selected social situations, such as ordering food, answering a phone, and asking for directions. ****Requires Critical Thinking****
10. Comprehend a minimum of 400 vocabulary words and relate them to selected social situations. ****Requires Critical Thinking****
11. Articulate words and sentences so that native English speakers can comprehend. ****Requires Critical Thinking****
12. Demonstrate the ability to use simple present tense in basic conversation. ****Requires Critical Thinking****
13. Demonstrate the ability to describe activities in progress or current conditions. ****Requires Critical Thinking****

Thinking**

14. Demonstrate the ability to participate in structured conversations with their peers. ****Requires Critical Thinking****
 15. Present information to the class using newly acquired English skills. ****Requires Critical Thinking****
 16. Participate in simple conversations about the topics and information covered in their textbooks. ****Requires Critical Thinking****
-

Student Learning Outcomes

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

Methods of Instruction

- **Lecture/Discussion**
-

Assignments

Other Assignments

Sample Assignments

Unit 1—Talking with others

1. Look at the picture. Where is Roberto from?
2. Read the paragraph about Roberto and answer the questions.
3. Listen and complete the missing information.
4. Study this chart with your classmates and teacher.
5. Write sentences about the people below and talk about them.
6. In a group, Interview three students and complete the table.
7. Look at Felipe's license and complete the sentences.
8. Study the chart. Then listen and complete it.
9. Listen to and practice the conversation.
10. Now, practice the conversation with information about the other three people.

11. Look at the pictures and discuss the words with your classmates and teacher.
12. Complete the driver's license with your information.
13. Look at this picture. Who are these people? What are they saying?
14. Listen to this conversation and explain what you understand.
15. Look at the picture and write the names on the family tree. Then, listen to check and discuss your answers.
16. Practice this conversation and ask questions about Roberto's family.
17. Find or draw a picture of your family and describe them to the class.
18. Listen to this conversation. Put an R by things Roberto likes and an S by things that Silvia likes.
19. Complete these sentences.
20. Study this chart with your classmates and teacher and then complete the following sentences.
21. Read the Venn diagram about Roberto's children.
22. Now, create sentences and repeat them to a partner.
23. Talk to a partner and complete this Venn diagram. Ask: *What things do you like?*
24. Now, introduce your partner to your class.
25. Complete these sentences about Roberto's daily schedule.
26. Listen and write Juan's schedule.
27. Write sentences about Juan's schedule.
28. Write about your schedule in the chart.
29. Talk to a partner and ask questions about their daily activities.
30. Report the information about your partner to a group.
31. Watching a Video:
 - a) Before You Watch: Look at the picture and complete these sentences.
 - b) While You Watch: Watch the video and complete these sentences.
 - c) After You Watch: Read these statements and write True or False.
 - d) Retell the class what you watched.
32. In this project, you will work together to create a student profile for one person on your team.
33. Practice introducing and describing the student to other groups.
34. Read this interview with Gordon Wiltsie. Then explain to the class about him.

Methods of Evaluation

- Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Quizzes
 - Skills Demonstrations/Performance Exam
-

Course Materials

Textbooks:

1. Jenkins, Rob and Staci Johnson. *Stand Out, Book 1*, 3rd. ed. Heinle Cengage Learning, 2016, ISBN: 9781305655409
Equivalent text is acceptable
2. Jenkins, Rob and Staci Johnson. *Stand Out, Workbook 1*, 3rd. ed. Heinle Cengage Learning, 2016, ISBN: 9781305655423
Equivalent text is acceptable

Other:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 524

Full Course Title: English Conversation, Level 2

Short Title: Conversation 2

TOP Code: 4930.86 - English as a Second Language - Listening and Speaking

Effective Term: Fall 2018

Course Standards

Course Type: Noncredit

Total contact hours in class: 28.0 - 36.0

Lecture hours: 28.0 - 36.0

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

The second course in conversation for low-beginning ESL students. Builds on basic listening and speaking skills using everyday conversation in small groups and one-on-one. Emphasis on listening comprehension, pronunciation, intonation, and role-playing simulations. Students will further develop English vocabulary and grammar necessary for successful communication. Topics include comparison of students' and American cultures, geographic directions, clarification techniques, and other subjects of interest. Concurrent enrollment in ESL 225/525, 222/522, 223/523, and 226L/526LR is highly recommended.

Conditions of Enrollment

Satisfactory completion of: ESL 514 LR or ESL 214 or Or by placement exam

Content

Course Lecture Content

1. Communication

- (a) Everyday Life
- (b) Shopping
- (c) Food and Nutrition
- (d) Housing
- (e) Our Community

- (f) Health
- (g) Work
- (h) Goals and Lifelong Learning

2. Grammar

A. Tense & Mood

- (a) Simple Present
- (b) Present Progressive
- (c) Simple Past
- (d) Past Progressive
- (e) Imperatives

B. Adjectives

- (a) Simple
- (b) Comparative
- (c) Superlative

3. Vocabulary

Objectives

1. Use the simple past to describe one's life in one's country of origin. ****Requires Critical Thinking****
2. Distinguish sounds and words that they hear.
3. Use comparative adjectives to compare life in one's country of origin with life in the U.S. ****Requires Critical Thinking****
4. Use imperatives and prepositions of location to give and follow simple directions to places.
5. Demonstrate comprehension of a short lecture on a familiar topic. ****Requires Critical Thinking****
6. Demonstrate knowledge of 400 new vocabulary words, phrases, and expressions and relate them to selected social situations. ****Requires Critical Thinking****
7. Research and deliver a five-minute presentation on a given basic topic. ****Requires Critical Thinking****
8. Demonstrate comprehension of American English in selected social situations. ****Requires Critical Thinking****
9. Communicate with at least minimal adequacy in selected social situations, such as giving or listening to directions and asking for clarification. ****Requires Critical Thinking****
10. Identify culturally appropriate uses of English (e.g. titles and politeness). ****Requires Critical Thinking****

11. Articulate words and sentences so that native English speakers can comprehend.
12. Demonstrate competence in certain everyday situations such as ordering food, answering a phone, and asking for directions. ****Requires Critical Thinking****
13. Understand and participate in oral communication in a variety of contexts. ****Requires Critical Thinking****
14. Use tag questions in conversation to clarify or verify various kinds of information. ****Requires Critical Thinking****
15. Participate in simple conversations about the topics and information covered in their textbooks. ****Requires Critical Thinking****

Student Learning Outcomes

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

Methods of Instruction

- **Lecture/Discussion**

Assignments

Other Assignments

Sample Assignments

Unit 4—HOUSING

1. Look at the picture. What are Kyung and his family reading?
2. Work in a group. Read the questions and predict possible answers.
3. Listen to the story and answer the questions.
4. Scan the housing advertisements and look at the pictures. Write the correct number next to each picture.
5. Study this chart with your classmates and teacher.
6. Ask a partner information questions about the advertisements in Exercise D.
7. Read about Rosa and Gilberto. Then, ask and answer questions with a partner.
8. Do a housing survey in your class. Ask every classmate.
9. Make a pie chart of your survey. Use the example to help you.
10. Talk in groups about your home.
11. Listen to the descriptions and point to the correct house.
12. Match the pictures with the descriptions below.
13. Complete the table with information from Exercise C. Then, ask a partner about the houses.
14. Scan the classified ads for the houses in Exercise C.

Which ad is for which house? Write the number of the house.
15. Look at the ads and ask a partner the questions below.
16. In a group, write a classified ad. Answer these questions in your ad.

17. Look on the Internet to find classified ads for your area. Find a home for yourself. Report to the class.
18. Look at the picture. Where is Kyung now? What is he doing?
19. Listen to the conversation. What does Kyung need? What does he want? Complete the table.
20. Look at the ads and choose the best home for Kyung. Work in groups.
21. Discuss the following rental application with your classmates and teacher.
22. Answer these questions about the application.
23. Study the questions with your classmates and teacher.
24. Look at the rental application in Exercise D. Practice asking a partner questions. Your partner is Kyung.
25. Interview your partner and complete this application for them.
26. Look online and find a rental application. Share it with the class.
27. Read about the home Kyung is going to rent. How many bedrooms and bathrooms does it have? How much is the rent? What is nearby?
28. Listen to the descriptions. Circle the description of Kyung's new home.
29. Complete the floor plan key with words from the box.
30. Look at the floor plans. Which one is Kyung's new home? How do you know?
31. Write the new words under each piece of furniture.
32. Where would you put the furniture in Exercise E? Draw on the floor plan. Then explain why.
33. Study this photo with your classmates and teacher.
34. Practice the conversation with a partner. Make similar conversations using the furniture and floor plan in exercises E and F.
35. Decide what you want to buy and complete the invoice. Look at Exercise E for the prices.
36. Look at this picture. What are Kyung and his wife doing?
37. Read about managing money and budgets. Underline any new words.
38. Study the chart with your classmates and teacher.
39. Practice the conversation with a partner. Make new conversations using the information from the budget in Exercise D.
40. Work with a partner. Imagine that you are a family. Make a budget. Write the information below.
41. Watch the video. Read the statements and write *T* for true and *F* for false.
42. Scan the classified ads and answer the questions below.
43. Write sentences about the location of furniture in the picture. Use prepositions. Then describe the picture to your class.
44. Look at the rental application. Where do you write the following information? Circle the correct answers.
45. Form a team of four or five students. In Your team is a family who is going to move to a new home. Work together to plan the move.
46. Describe your family and the home you want. Write a classified ad for the home you want.
47. Read the interview with Gordon Wiltsie.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Jenkins, Rob and Staci Johnson. *Stand Out, Book 2*, 3rd. ed. Heinle Cengage Learning, 2016, ISBN: 9781305655478
Equivalent text is acceptable
2. Jenkins, Rob and Staci Johnson. *Stand Out, Workbook 2*, 3rd. ed. Heinle Cengage Learning, 2016, ISBN: 9781305655492
Equivalent text is acceptable

Other:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ESL 526L

Full Course Title: English As a Second Language, Lab 1

Short Title: ESL Lab 1

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

Effective Term: Fall 2018

Course Standards

Course Type: Noncredit

Total contact hours in class: 36.0 - 54.0

Lab hours: 36.0 - 54.0

Minimum Qualifications for Instructors

- ESL (Masters Required)
-

Course Description

Supplements English as a Second Language Levels 1 through 3 courses by providing additional academic support, practice, and exercises in grammar, reading, writing, vocabulary, listening comprehension, pronunciation, speaking and conversation. Students receive individualized and group instruction under supervision as needed.

Content

Course Lecture Content

1. Basic to Intermediate Literacy-Level language Development
 - a. Grammar
 - b. Reading
 - c. Writing
 - d. Vocabulary
 - e. Listening
 - f. Pronunciation
 - g. Conversation
2. Computer Literacy
 - a. Keyboarding
 - b. ESL Language software
 - c. Formatting a document

Course Lab/Activity Content

1. Basic literacy-level language development in context of ESL students' writing, reading, pronunciation, and grammar assignments (students bring in assignments from ESL courses and troubleshoot them in lab under instructional supervision)

- a. Grammar
 - b. Reading
 - c. Writing
 - d. Vocabulary
 - e. Listening
 - f. Pronunciation
 - g. Conversation
 - h. Basic computer literacy
-

Objectives

1. Develop and practice conversational skills by interacting and asking questions of an academic instructor. ****Requires Critical Thinking****
 2. Develop and practice computer literacy skills. ****Requires Critical Thinking****
 3. Develop and practice strategies for self-editing homework. ****Requires Critical Thinking****
 4. Demonstrate the ability to respond to instructions in English.
 5. Demonstrate the ability to write, type, and edit writing assignments. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Students will complete 36 hours of supplemental academic support related to homework assignments and/or studies and computer literacy with the assistance of an ESL instructor.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- **Laboratory**
 - **Tutoring**
Students will receive supervised assistance and/or instruction from the ESL faculty assigned to this lab/course.
 - **Other**
Computer-assisted instruction
-

Assignments

Writing Assignments

Students bring in homework and/or writing assignments from ESL classes and work on them with supervised help. **Expedited Review 12**

Methods of Evaluation

- Laboratory Assignments
 - Participation
-

Course Materials

Other:

1. A variety of textbooks available in the Lab.
 2. A variety of audiotapes, videotapes, and software available in the Lab.
-

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