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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** COMSC 8  
**Full Course Title:** Digital Logic Fundamentals  
**Short Title:** Digital Logic Fund.  
**TOP Code:** -  
**Effective Term:** Fall 2013

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 4.0  
**Total class hours:** 216.0  
**Total contact hours in class:** 108.0  
**Lecture hours:** 54.0  
**Lab hours:** 54.0  
**Hours outside of class:** 108.0  
**Repeatable:** Yes (3)  
**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Computer Science (Masters Required)
  - Engineering (Masters Required)
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### Course Description

Properties of switching algebra. Minimization of algebraic function using Karnaugh maps and DeMorgan's theorem. Design of combinational logic networks. Design of sequential logic devices including flip-flops, registers, and counters. Analysis and applications of digital devices. Analysis and design of synchronous and asynchronous sequential state machines, state table derivation and reduction. Use HDL compilers, schematic capture, TTL circuit implementation, and logic simulations tools. Logic design implementation using PLD, FPGA, and TTL.

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### Conditions of Enrollment

Satisfactory completion of: COMSC 9A; MATH 52

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### Content

#### Course Lecture Content

1. Digital concepts.
2. Number systems, operations, and digital codes.
3. Logic gates.

4. Boolean algebra and logic simplification.
5. Combinational logic analysis.
6. Programmable logic and hardware description languages (HDLs).
7. Functions of combinational logic.
8. Latches, flip-flops, and timers.
9. Counters, shift registers, and state machines.
10. Memory and storage.
11. Introduction to digital signal processing.

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

Lab activities to follow course lecture topics:

1. Digital concepts.
  - a. Project data requirement design and analysis.
  - b. Examination of digital system requirements based on requirements analysis.
  - c. Laboratory Instrument Familiarization.
  - d. Examination of Boolean concepts and implementation
  - e. Hardware development tools and HDLs.
  - f. Interpretation of manufacture's data sheets.
2. Number systems, operations, and digital codes.
  - a. Investigation of numbers systems to include two's complement and floating point .
  - b. Development of basic binary logic and operations.
  - c. Investigation of binary arithmetic and number bases.
  - d. Projects in binary to base(n) conversions and data storage.
3. Logic gates.
  - a. Development of logic gates and operations and truth tables.
  - b. Implement logic using block gate diagram and programmatic form.
  - c. Examination of Programmable logic.
  - d. Fixed function devices and troubleshooting techniques.
4. Boolean algebra and logic simplification.
  - a. Development and analysis using Karnaugh maps.
  - b. Development and analysis using Quine McCluskey tabular method.
  - c. Development and analysis using recursive Espresso algorithm.
  - d. Implementation of Boolean algebra and algebraic identities to include DeMorgan's theorems.
  - e. Examination of SOP and POS minimization techniques.
5. Combinational logic analysis.
  - a. Examination and implementation of basic combinational logic circuits.
  - b. Examination and system development using universal NAND and NOR gates.
  - c. Use of pulse waveform and design modeling.
  - d. Demonstration of logic system troubleshooting techniques.
  - e. Examination and modeling of data storage to include RAM, ROM, Flash, and secondary storage.
6. Programmable logic and hardware description languages (HDLs).
  - a. Implementation of Boolean logic using VHDL/Verilog hardware development languages.
  - b. Investigation of logic devices (SPLD, CPLD, FPGA)
  - c. Examination of macro cells.
  - d. Examination of boundary scan logic and troubleshooting techniques.
7. Functions of combinational logic.
  - a. Development of typical functions such as binary adders, comparators decoders, converters, multiplexors, de-multiplexors, and Gray code functions.
  - b. Examination of ripple carry and look-ahead adders.
  - c. Implementation of parity generators/checkers.
  - d. Demonstration of trouble combinational logic shooting techniques.
  - e. Development and analysis of Latches, Flip-Flops, Shift Registers, and Counters.
8. Signal Processing and data transmission.

- a. Design of A-D and D-A converters.
- b. Examination of Methods and modes of data transmission.
- c. Examination of data processing and control.
- d. Implementation of microcontrollers and embedded systems.

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## Objectives

1. Work with number systems and Boolean Algebra and be proficient in the use of theorems and laws to manipulate Boolean expressions.
2. Use logic gates, truth tables, and combinational circuit.
3. Design, simplify, and implement combinational logic circuits. **\*\*Requires Critical Thinking\*\***
4. Implement circuits using SSI/MSI components, PLD, FPGA, etc.
5. Use sequential logic, flip-flops, registers, counters, and state machines. **\*\*Requires Critical Thinking\*\***
6. Implement digital systems design using HDLs to include VHDL and Verilog. **\*\*Requires Critical Thinking\*\***
7. Simulate digital circuits and systems. **\*\*Requires Critical Thinking\*\***
8. Use boundary scanning techniques. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Upon completion of this course, students will be able to formulate and solve Boolean equations and implement the results through software simulation and hardware.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Upon completion of this course, students will be able to apply principles of Boolean algebra to minimize logic function complexity using Karnaugh maps, DeMorgan's theorem, and the laws of Boolean algebra.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Upon completion of this course, students will be able to documentation and define system life cycle specifications.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

## Methods of Instruction

- Lecture/Discussion
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

Attached Sample Lab - DigitalLab26\_serialtoParallelConverter

Textbook Sample Assignment (Ch-5 Combinational Logic) to include topics from problem sets:

1. Implement/Simulation of combination logic from SOP.
  2. Demonstrate universal property of NAND and NOR gates.
  3. Demonstrate logic circuit operation with pulse waveform inputs (hardware/simulation).
  4. Complete chapter application project (fluid storage tank with level and temp. control).
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## Methods of Evaluation

- Exams
  - Homework
  - Problem Solving Exercises
  - Quizzes
  - Research Project
  - Skills Demonstrations/Performance Exam
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## Course Materials

### Textbooks:

1. Floyd, Thomas L. . *Digital Fundamentals: A Systems Approach*, 1 ed. Prentice Hall, 2012, ISBN: 10: 0132933950
  2. Buchla/Joksch. *Experiments in Digital Fundamentals: A Systems Approach*, 1 ed. Prentice Hall, 2017, ISBN: ISBN: 10: 7129653
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** COMSC 2

**Full Course Title:** Computer Assembly Language

**Short Title:** Assembly Language

**TOP Code:** 0934.00 - Electrical/Electronics Equipment Installation and Repair, General\*

**Effective Term:** Spring 2017

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 90.0

**Lecture hours:** 36.0

**Lab hours:** 54.0

**Hours outside of class:** 72.0

**Repeatable:** Yes (3)

**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Computer Science (Masters Required)
- 

### Course Description

Basic operating principles and structure of digital computers including addressing mode, stack manipulation, interrupt processing, fixed and floating point formats, subroutines, features of assemblers, directives, symbol tables, and macros. Programs are written using typical operating systems and machine language for typical modern processors.

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### Conditions of Enrollment

#### Advisories

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

#### Course Lecture Content

1. Computer Architecture.
  - a. Central Processing Unit (CPU).
  - b. Arithmetic Logic Unit (ALU).
  - c. Control Unit (CU).
  - d. Memory management and multitasking.

- e. Input / Output port management.
- 2. Number Systems and Codes.
  - a. Binary, Octal, Hex number base conversion.
  - b. BCD, ASCII, Unicode
  - c. One's and two's complement arithmetic.
- 3. Microprocessor Programming Techniques.
  - a. Problem definition.
  - b. Program design and documentation.
  - c. Compilers, interpreters, and assemblers, including pseudo instruction and macros.
  - d. Programming and project documentation.
- 4. Instruction sets.
  - a. Data manipulation instructions.
  - b. Arithmetic instructions.
  - c. Logical instructions.
  - d. Program control architecture.
- 5. Addressing Modes.
  - a. Programming including character manipulation, table lookup subroutines, bit manipulation, and porting.
- 6. Interrupts and interrupt handling.

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

Lab activities to follow course lecture topics:

- 1. Computer Architecture.
  - a. Examination of Central Processing Unit (CPU) and use of command set.
  - b. Experiments using the CPU Arithmetic Logic Unit (ALU) and stack operation.
  - c. Examination of CPU Control Unit (CU) operation and resource management.
  - d. Experiments in memory management and multitasking.
  - e. Demonstration of device Input and Output port management.
- 2. Number Systems and Codes.
  - a. Investigation of Binary, Octal, Hex number base conversion.
  - b. Program labs utilizing BCD, ASCII, Unicode systems.
  - c. Implement of binary arithmetic to include one's, two's complement and floating point.
- 3. Microprocessor Programming Techniques.
  - a. Analyzing and documenting programming problem definition.
  - b. Implementation of system design and support documentation.
  - c. Investigation of Compilers, interpreters, assemblers, pseudo instruction, and macros.
  - d. Communication of programming and project design.
- 4. Instruction sets.
  - a. Projects in data manipulation instructions to include register and memory management.
  - b. Investigation of arithmetic instructions and FPU instruction sets.
  - c. Design and implementation of logical instructions.
  - d. Investigation of program control architecture and embedded system design.
- 5. Addressing Modes.
  - a. Project applications to include character manipulation, table lookup subroutines, bit manipulation, and porting.
  - b. Investigate integrating multiple architectures.
- 6. Interrupts and interrupt handling.
  - a. Examine hardware and software interrupts.
  - b. Investigate interrupt calling procedures.
  - c. Investigate common interrupts.
  - d. Implement interrupt vectoring.

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### **Objectives**

- 1. Design and implement assembly language programs for design platforms such as Intel Pentium and ARM

processors. **\*\*Requires Critical Thinking\*\***

2. Document assembly programs by preparing appropriate documentation needed to communicate design. **\*\*Requires Critical Thinking\*\***
3. Describe features of a compiler, interpreter, and assembler including assembler directives, symbol tables, and macros. **\*\*Requires Critical Thinking\*\***
4. Describe features of microprocessors including bus structure, addressing modes, stack, and interrupt processing. **\*\*Requires Critical Thinking\*\***
5. Explain the operation of various instructions of CPU under evaluation. **\*\*Requires Critical Thinking\*\***
6. Perform problem statement analysis, demonstrate program design, coding, and debugging. Demonstrate algorithm analysis including real world computer application and software lifecycle. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Upon completion of this course, students will be able to examine program requirements, evaluate, and implement program designs using the assembly programming language.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, students will be able to define and document software life cycle specifications required to validate and test software.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, the students will be able implement structured and object oriented program designs using software engineering techniques related to selected CPU architectures.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

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## Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**  
Research project

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## Assignments

**Reading Assignments**

**Writing Assignments**

**Other Assignments**

**Assignment #8: Assembly Language Procedures (Simple four function calculator).**

Create a calculator application to perform the four basic integer math functions addition, subtraction,

multiplication, and division. In this application, the multiplication and division features will use only shift, add, and subtract commands to complete their operation. Div and Mul type commands are not allowed for this exercise.

Your calculator will perform these basic mathematical operations by implementing the following procedures and operate as a hand held calculator:

1. Multiply – Implement this procedure using shift and addition operations.
2. Divide – Implement this procedure using shift and subtraction operation. (Review supplementary section presentation covering the division process using shifts, subtraction, and addition)
3. Add and Subtract may use the add and subtract operators.
4. Provide an option to display your result in both HEX and DECIMAL form.

Use the Table-Driven select example from chapter 6 to create a user friendly menu system that will implement the "Shifting Calculator". Use the following operational characters (+, -, \*, /). Provide the future ability to add a factorial feature when we get to chapter 9 (Recursion). Details to follow in class.

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## Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Quizzes

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## Course Materials

### Textbooks:

1. Irvine, Kip. *Assembly language for x86 Processors*, 7th ed. Prentice Hall, 2015, ISBN: 978-0-13-376940-1  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** COMSC 10L  
**Full Course Title:** Computer Literacy  
**Short Title:** Computer Literacy  
**TOP Code:** -  
**Effective Term:** Fall 2013

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 90.0  
**Lecture hours:** 36.0  
**Lab hours:** 54.0  
**Hours outside of class:** 72.0  
**Repeatable:** Yes (3)  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Computer Science (Masters Required)
- 

### Course Description

Introduction to the computer and its applications. A survey of the history of computers, hardware, software, social aspects and problem-solving techniques. Hands-on microcomputer object oriented programming will be examined.

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### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A

**Course is Open Entry/Open Exit**

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### Content

#### Course Lecture Content

1. Introduction to computer systems.
2. History of computers.
3. Hardware.
  - a. Central processor unit.
  - b. Input devices.

- c. Output devices.
  - d. Storage devices.
- 4. Software.
  - a. Operating systems.
  - b. Compilers.
  - c. Word processing.
  - d. Databases.
  - e. Spreadsheets.
- 5. Programming.
  - a. Problem-solving.
  - b. Object oriented programming languages.

## Course Lab/Activity Content

Lab activities to follow course lecture topics:

1. Introduction to computer systems.
  - a. Investigate computer components.
  - b. Investigate operating systems, applications, and system hardware.
  - c. Examination of number systems.
  - d. Examination of common operating systems.
2. History of computers.
  - a. Research history computer origins.
  - b. Research historical people in computer science
  - c. Investigation of the Turing machine.
3. Hardware.
  - a. Investigate the central processor unit (CPU) and it's functions.
  - b. Investigate common input devices.
  - c. Investigate common output devices.
  - d. Investigate primary and secondary storage devices.
4. Software.
  - a. Demonstrate functions of operating systems.
  - b. Demonstrate the use of compilers, cross compilers, and assemblers.
  - c. Examination of real time operating systems (RTOS).
  - d. Research project using word processing.
  - e. Development and implementation of relational databases.
  - f. Development and implementation of spreadsheets.
5. Programming.
  - a. Investigate problem-solving techniques using.
  - b. Projects using common object oriented programming languages.
  - c. Investigate program and network security.

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## Objectives

1. Explain the proper use of the computer and terminology.
2. Describe computer hardware and software concepts.
3. Execute basic operations in word processing, database, and spreadsheet applications.
4. Describe the programming solutions in an object oriented programming language.
5. Demonstrate problem solving in computers. **\*\*Requires Critical Thinking\*\***
6. Investigate the programming cycle. **\*\*Requires Critical Thinking\*\***
7. Perform system and application software analysis. **\*\*Requires Critical Thinking\*\***
8. Examine and demonstrate source program coding and debugging techniques. **\*\*Requires Critical**

## Thinking\*\*

9. Demonstrate hands-on programming and software application user skills. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Upon completion of this course, students will demonstrate the ability to evaluate key computer concepts through independent research.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
2. Upon completion of this course, students will demonstrate information literacy skills through analyzing, evaluating, and communication of collected data results.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students will demonstrate the process of actively and clearly documenting results and conclusions.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.

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## Methods of Instruction

- Laboratory
- Lecture/Discussion

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## Assignments

Reading Assignments

Writing Assignments

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## Methods of Evaluation

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

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## Course Materials

Textbooks:

1. Evans, Alan and Martin, Kendall . *Technology In Action, Introductory* , 9 ed. Prentice Hall, 2012, ISBN: 10:0-13-283863-X

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** COMSC 20  
**Full Course Title:** Beginning Web Publishing With HTML  
**Short Title:** Beg Web Pub HTML  
**TOP Code:** -  
**Effective Term:** Fall 2013

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 90.0  
**Lecture hours:** 36.0  
**Lab hours:** 54.0  
**Hours outside of class:** 72.0  
**Repeatable:** Yes (3)  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Computer Science (Masters Required)
- 

### Course Description

Fundamentals of web publishing using HTML, covering design, writing, and maintenance of webpages. Emphasis on real-life informational and interactive presentation to include testing, revising and maintenance of web presentation on the World Wide Web.

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### Conditions of Enrollment

**Course is Open Entry/Open Exit**

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### Content

#### Course Lecture Content

1. History of the World Wide Web
2. History of SGML
3. Introduction to HTML
4. Introduction to CSS
5. Site structure exploration
6. Investigation of resources in HTML designs
7. Links and anchors to navigate web sites
8. Display elements with CSS
9. Creation and maintainance of web forms

10. Relationship between HTML, HTML5, and XHTML
11. Introduction to JavaScript programming

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

Lab activities to follow course lecture topics:

- 1.Introduction to HTML
  - a. Introduction to basic HTML Command set.
  - b. Storing and accessing HTML applications.
- 2.Introduction to CSS
  - a. Introduction to basic CCS Command set.
  - b. Storing and accessing CSS applications.
  - c. Storage and access of common CSS definitions
- 3.Site structure exploration
  - a. Exploring HTML sites and site construction.
  - b. Exploring methods of data communication.
- 4.Investigation of resources in HTML designs
  - a. Instruction to basic resources used in typical HTML designs.
  - b. Using code generators to create basic sites.
- 5.Links and anchors to navigate web sites
  - a. Exploration of links and anchors in web pages.
  - b. Using links and anchors within a web page.
- 6.Display elements with CSS
  - a. Creating CCS definition pages.
  - b. Internal and external CCS definitions.
- 7.Creation and Lab activities to follow course lecture topics:
  - 1.Introduction to HTML
    - a. Introduction to basic HTML Command set.
    - b. Storing and accessing HTML applications.
  - 2.Introduction to CSS
    - a. Introduction to basic CCS Command set.
    - b. Storing and accessing CSS applications.
    - c. Storage and access of common CSS definitions
  - 3.Site structure exploration
    - a. Exploring HTML sites and site construction.
    - b. Exploring methods of data communication.
  - 4.Investigation of resources in HTML designs
    - a. Instruction to basic resources used in typical HTML designs.
    - b. Using code generators to create basic sites.
  - 5.Links and anchors to navigate web sites
    - a. Exploration of links and anchors in web pages.
    - b. Using links and anchors within a web page.
  - 6.Display elements with CSS
    - a. Creating CCS definition pages.
    - b. Internal and external CCS definitions
  - 7.Creation and maintenance of web forms
    - a. Using web forms to perform site maintenance.
    - b. Defining criterion for web site maintenance and accessibility.
  - 8.Relationship between HTML, HTML5, and XHTML
    - a. Exploration of using multiple web languages.
    - b. Using code generators with HTML, HTML5, and XHTML.
  - 9.Introduction to JavaScript programming
    - a. Introduction to programming with JavaScript.
    - b. Compare and contrast JavaScript with Java.
    - a. Using web forms to perform site maintenance.
    - b. Defining criterion for web site maintenance and accessibility.
  - 8.Relationship between HTML, HTML5, and XHTML
    - a. Exploration of using multiple web languages.
    - b. Using code generators with HTML, HTML5, and XHTML.
  - 9.Introduction to JavaScript programming
    - a. Introduction to programming with JavaScript.
    - b. Compare and contrast JaveScript with Java.

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### **Objectives**

1. Understand the history of the World Wide Web and the evolution of HTML and CSS.
  2. Analyze and define requirements for web page design. **\*\*Requires Critical Thinking\*\***
  3. Create web documents using HTML 5 structural elements.
  4. Explain difference between internal and external page resources. **\*\*Requires Critical Thinking\*\***
  5. Create and implement a web site using storyboards. **\*\*Requires Critical Thinking\*\***
  6. Describe requirements for informational and interactive web presentation.
  7. Compare the difference between HTML and XHTML. **\*\*Requires Critical Thinking\*\***
  8. Develop, document, and implement functional web pages using HTML and CSS.
  9. Maintain and edit web pages using HTML and CSS according to project life cycle requirements.
  10. Demonstrate ability to validate, test, and maintain a working web presentation.
  11. Classify web sites by the template or custom design structure.
  12. Create documents supporting the web presentation and project life cycle maintenance.
- 

## Student Learning Outcomes

1. Upon completion of the course, students will be able to demonstrate analysis, design, and testing skills required to implement program solutions.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Upon completion of this course, students will be able to examine program requirements and create application designs based on Web application specifications.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Upon completion of this course, the students will be able to critically examine program requirements and create application designs based specified web based requirements needs.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
On-line
-

## **Distance Education**

### **Delivery Methods**

- Online
- 

### **Assignments**

**Reading Assignments**

**Writing Assignments**

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### **Methods of Evaluation**

- Exams
  - Homework
  - Problem Solving Exercises
  - Quizzes
  - Research Project
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### **Course Materials**

#### **Textbooks:**

1. Carey, Patrick . *New Perspectives HTML and CSS Comprehensive*, 6th ed. Course Technology, 2012, ISBN: 1-111-52644-3
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** COMSC 15  
**Full Course Title:** Discrete Structures for Computer Science  
**Short Title:** Discrete Structs  
**TOP Code:** -  
**Effective Term:** Fall 2016

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 90.0  
**Lecture hours:** 36.0  
**Lab hours:** 54.0  
**Hours outside of class:** 72.0  
**Repeatable:** Yes (3)  
**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Computer Science (Masters Required)
  - Mathematics (Masters Required)
- 

### Course Description

Introduction to the essential discrete structures for computer science with applications. Topics include: proof techniques, counting rules, elementary formal logic and set theory, functions, recursive analysis, digital logic and combinatorial circuits, real number representation, regular expressions, and finite automata. Prerequisite: MATH 20 and COMSC-9A or COMSC-12.

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### Conditions of Enrollment

Satisfactory completion of: MATH 20; COMSC 9A or COMSC 12)

### Course is Open Entry/Open Exit

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### Content

#### Course Lecture Content

1. Implementation of formal logic to include
  - a. Logic Statements.
  - b. Symbolic representation.
  - c. Tautologies.
  - d. Propositional logic.

- e. Quantifiers.
  - f. Predicate logic and validity.
  - g. Logic programming.
2. Analysis of algorithms and proofs to include
- a. Proof by induction.
  - b. Proof of correctness programming.
  - c. Recursive definitions.
  - d. Recurrence relations.
  - e. Recursive implementation.
3. Analysis of set theory to include
- a. Combinatorics.
  - b. Probability.
  - c. Number theory including counting.
  - d. Principle of inclusion and exclusion.
  - e. Pigeonhole Principle.
  - f. Permutations and combinations.
  - g. Binomial theorem.
4. Analysis of relations and functions to include
- a. matrices emphasizing relations and databases.
  - b. modular arithmetic.
5. Analysis and implementation of graphs and trees to include
- a. Graphs and their representations.
  - b. Trees and their representations.
  - c. Decision trees.
  - d. Huffman codes.
6. Analysis and implementation of graph algorithms to include
- a. Directed graphs and binary relations.
  - b. Warshall's algorithm.
  - c. Euler path and Hamiltonian circuit.
  - d. Shortest path and minimal spanning tree.
  - e. Traversal algorithms.
  - f. Articulation points and computer networks.
7. Analysis and implementation of Boolean Algebra and computer logic to include
- a. Boolean algebra structure.
  - b. Logic networks.
  - c. Minimization in implementation of Boolean functions.
  - d. Sum-of-products, and logic gates.
8. Modeling of arithmetic expressions, computation expressions, and languages to include
- a. Algebraic structures.
  - b. Finite-state machines.
  - c. Formal languages.

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

Lab activities and topics:

1. Introduction Lab Programming Software and Equipment.
    - a. Introduction to hardware description languages.
    - b. Familiarization to VHDL and Verilog HDLs.
    - c. Familiarization to ModelSim digital system modeling software.
  2. Recursion and Induction.
    - a. Analysis of proofs by induction.
    - b. Implementation of recursive algorithms.
  3. Introduction to Sets.
    - a. Examination of set operation.
    - b. Examination of functions, sequences, cardinality of sets, and Matrices.
  4. Using PLDs for Counting.
    - a. Examination of sequencing and set operation.
    - b. Examination of basics of counting.
    - c. Implementation of counting topics using registers and memory devices.
  5. Combinatorial Equivalence.
    - a. Examination of Boolean identities.
    - b. Examination of universal NAND and NOR.
    - c. Examination of proofs in combination equivalence.
  6. Logic Simplification.
    - a. Examination of Karnaugh maps.
    - b. Examination of Quine McCluskey tabular minimization techniques.
    - c. Examination of recursive Espresso minimization algorithm.
  7. Permutations and Combinations.
    - a. Implement techniques of permutations, combinations and programming considerations.
    - b. Implement algorithms based on Pigeonhole Principle.
  8. Probability Simulations.
    - a. Examination of experimental probabilities.
    - b. Examination of binomialp.
  9. Introduction to Expected Value.
    - a. Examination of expected value problems.
    - b. Investigation and analysis in application of algorithms.
  10. Binary Relations.
    - a. Experiments in properties of Relations.
    - b. Implementation of Boolean algebra to include, functions, gates, and logic minimization.
- 

## Objectives

1. apply the principle of recursion to analyze discrete mathematical algorithms and application programs using sequences and sets. **\*\*Requires Critical Thinking\*\***
2. demonstrate ability to write proofs using symbolic logic and Boolean Algebra. **\*\*Requires Critical Thinking\*\***
3. demonstrate an understanding of the basic concepts of set theory. **\*\*Requires Critical Thinking\*\***
4. be able to apply fundamental counting algorithms to solve applied problems found in the area of computer science. **\*\*Requires Critical Thinking\*\***
5. demonstrate an understanding of the basic concept of an algorithm and apply appropriate algorithms to solve problems in combinatorial mathematics. **\*\*Requires Critical Thinking\*\***
6. identify the basic properties of graphs and trees and use these concepts to analyze and model applications. **\*\*Requires Critical Thinking\*\***
7. identify the basic properties of graphs and trees and use these concepts to analyze and model applications. **\*\*Requires Critical Thinking\*\***
8. communicate mathematical ideas in both written and oral form for a variety of audiences. **\*\*Requires Critical Thinking\*\***

9. set theory to solve problems in combinatorics and probability theory. **\*\*Requires Critical Thinking\*\***
  10. perform logic simplification using Karnaugh maps, Quine-McCluskey method, and Espresso Algorithm. **\*\*Requires Critical Thinking\*\***
  11. create and implement finite state machines using object oriented programming language as well as hardware description languages using lab equipment and simulation software. **\*\*Requires Critical Thinking\*\***
  12. design and implement logic circuits from design requirements descriptions using lab equipment and simulation software. **\*\*Requires Critical Thinking\*\***
  13. use programmable logic design hardware and simulation software to implement course work designs in lab. **\*\*Requires Critical Thinking\*\***
  14. use VHDL and Verilog hardware description languages in implementation of logic designs for simulation and download to lab equipment. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will demonstrate the ability to implement discrete mathematical algorithms programmatically.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Upon completion of this course, students will demonstrate implementation analysis skills related to testing and validation of discrete mathematical concepts.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Upon completion of this course, students will be able to apply set theory to solve problems in Combinatorics and probability.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  4. Upon completion of this course, students will be able to apply graph theory models to analyze graphs, trees, and state machines.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

Reading Assignments

Writing Assignments

Other Assignments

### Classroom Assignment #1:

Complete the following:

1. Reduce the given formulas to their simplest form.

(a)  $x > 3 \vee x < 3$

(b)  $\neg(x > 10)$

(a)  $n > 4 \wedge n < 6$

2. Recall that the symbol  $\exists$  represents the **existential quantifier** and can be thought of as using the phrases “there exists” or “for some”. Determine if the following are **true** or **false**. Explain.

(a)  $\exists x(2x^2 + 3x + 1 < 0)$

(b)  $\exists xy(2x + y = 5 \wedge x + 2y = 6 \wedge x < y)$

(c)  $\exists mn(m^2 + n^2 = 6)$

3. Recall that the  $\forall$  is called the **universal quantifier**. Determine whether the given formula is true or false. If it is false then find a counter example:

(a)  $\forall n(2^n > 1 \vee n < 0)$

(b)  $\forall n(n^2 > 2^{-1/2})$

(c)  $\forall xy(x^2 + y^2 = x^3 + y^3)$

4. Translate into logical notation:

Consider the existence of a pair of negative integers whose product is 6. Find values for **m** and **n** that make the following true.

$$\exists mn(m < 0 \wedge n < 0 \wedge mn = 6)$$

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## Methods of Evaluation

- Exams
  - Homework
  - Laboratory Assignments
  - Quizzes
- 

## Course Materials

Textbooks:

1. Kenneth H. Rosen. *Discrete Mathematics with Applications*, 7 ed. McGraw Hill, 2014, ISBN: 9780073383095

**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** COMSC 5  
**Full Course Title:** Introduction to UNIX Operating System  
**Short Title:** Intro. to UNIX OS  
**TOP Code:** -  
**Effective Term:** Spring 2015

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 90.0  
**Lecture hours:** 36.0  
**Lab hours:** 54.0  
**Hours outside of class:** 72.0  
**Repeatable:** Yes (3)  
**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Computer Science (Masters Required)
- 

### Course Description

Comprehensive introduction to the UNIX operating system. Topics to include system programming and management covering file protection, directory control, and vi. Creation of make files and source code control concepts. Use of operating system calls and dynamic memory allocation. System libraries, relocation, and linking concepts including handling of symbol tables. I/O redirection, network utilities, managing processes, pipes, regular expressions, and shell programming.

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### Conditions of Enrollment

Satisfactory completion of: COMSC 9A

### Course is Open Entry/Open Exit

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### Content

#### Course Lecture Content

1. Logging on to system and user accounts.
2. Exploration of Unix utilities and Unix system features.
3. Comparison of Unix and other operating systems.
4. Creating and changing directories.
5. Setting and use of permission bits.
6. Application installation and system management.

7. Use vi text editor, and regular expressions.
8. Exploring and system utilities, system calls and dynamic memory.
9. Daemons, Processes, job control and monitoring.
10. Shell programming, make files.
11. System communications.

### Course Lab/Activity Content

Lab activities to follow course lecture topics:

1. Logging on to system and user accounts.
    - a. Students will install UNIX to a bootable portable device (Introduction Lab).
    - b. Students we complete setup of UNIX environment (Introduction Lab).
  2. Exploration of Unix utilities and Unix system features.
    - a. Students will demonstrate basic Unix operating system commands (Lab Part 1).
    - b. Students will demonstrate basic Unix operating system commands (Lab Part 2).
    - c. Students will investigate basic script writing using Unix command structure .
  3. Comparison of Unix and other operating systems.
    - a. Students will compare basic command line features of Unix and other operating systems.
    - b. Students will demonstrate ability to perform typical Unix resource management tasks(System maint. Lab).
  4. Creating and changing directories.
    - a. Students will perform basic file management and file access tasks.
    - b. Students will perform advanced file management skills through script application.
  5. Setting and use of permission bits.
    - a. Students will investigate file permission bits and their uses.
    - b. Students will manipulate file permission bits my command and Unix script.
    - c. Students will perform comparison between Unix and other operating system methods of permission management.
  6. Application installation and system management.
    - a. Students will investigate Unix application installation.
    - b. Students will investigate Unix application removal.
  7. Use vi text editor, and regular expressions.
    - a. Students will demonstrate basic command line editing using the vi text editor.
    - b. Students will investigate and demonstrate advanced vi command skills.
  8. Exploring and system utilities, system calls and dynamic memory.
    - a. Students will access and control basic system utilities to include file and memory management.
    - b. Students will investigate system call control and memory resource managment.
  9. Daemons, Processes, job control and monitoring.
    - a. Students will investigate and demonstrate daemon process control and monitoring.
    - b. Students will perform task management and system monitoring.
    - c. Students will analyze and design control monitoring and management.
  10. Shell programming, make files.
    - a. Students will perform tasks in multiple shells and analysis shell selection.
    - b. Students will perform script management, program compiling, and system management through shell operations.
  11. System communications.
    - a. Students will investigate system security topics related to Unix system management.
    - b. Students will investigate and implement system to system communications over a web service.
    - c. Students will perform client server operations using system Unix communication tools.
- 

### Objectives

1. Use Unix utilities and perform basic shell control of operating system utilities. **\*\*Requires Critical Thinking\*\***
2. Perform text editing with vi.
3. Use the Unix file system and file access control.
4. Create source code program make file. **\*\*Requires Critical Thinking\*\***
5. Demonstrate use of operating system calls and dynamic memory allocation. **\*\*Requires Critical Thinking\*\***
6. Employ concepts of linking and use of system libraries.

7. Use network utilities, managing processes, and use regular expressions. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of the course, students will be able to design , manage, and maintain typical Unix systems to include network utility management, implementation of shell programs, make files, and program source code.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Upon completion of the course, students will be able demonstrate the ability to gather system requirements data, and evaluate object oriented designs and data structures in the UNIX environment..
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  3. Upon completion of the course, students will be able to document and communicate system design results and conclusions based on operating system application needs.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

**Reading Assignments**

**Writing Assignments**

**Other Assignments**

**Command Shell Programming Skills-1 Introduction to scripts.**

### Skills Demonstration

Created the directories structure as described in sample program handout. Set the required directory and file permissions to limit use access to what is required to demonstrate your project (Only allow what is absolutely necessary).

Copy the samle program provided by the instructor to your Skills\_1 directory (where yourusername is your own username).

### Lab Instructions

Step 1 Create a script from your home directory

- Step 2 Print your current working directory.
- Step 3 Move to the SCSI\_8/Skills\_1 directory.
- Step 4 Display the contents of (sample program provided - TBD)
- Step 5 Create a sub-directory named script\_1.
- Step 6 Copy the sample program provided to the script\_1 directory
- Step 7 Display the contents of the current directory showing permissions.
- Step 9 Create a sub-directory called BAK.
- Step 10 Move the sample program provide to the BAK directory.
- Step 11 Change to the new BAK director.
- Step 12 Delete the sample program provided.
- Step 13 Move up one directory.
- Step 14 Remove the BAK director.
- Step 15 Show your work to the instructor.
- 

## Methods of Evaluation

- Exams
  - Homework
  - Participation
  - Problem Solving Exercises
  - Quizzes
  - Research Project
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

### Textbooks:

1. Muster, John. *Introduction to Unix and Linux*, 5 ed. Osborne McGraw Hill, 2014, ISBN: 9780072226959
  2. Creary & Cottrell. *Introduction to Unix and Linux, Lab. Manual*, 4 ed. McGraw Hill, 2014, ISBN: 9780072226942
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GEOG 5  
**Full Course Title:** World Regional Geography  
**Short Title:** Word Region Geog  
**TOP Code:** -  
**Effective Term:**

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### 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

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### Minimum Qualifications for Instructors

- Geography (Masters Required)
- 

### Course Description

Survey of the world's culture regions and nations as interpreted by geographers, including physical, cultural, and economic features. Emphasis on spatial and historical influences on population growth, transportation networks, and natural environments. Identification and importance of the significant features of regions.

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### Content

#### Course Lecture Content

##### 1. Introduction

- a. Regional concepts and classification
- b. Changing natural environments
- c. Geographic realms of the world
- d. World population patterns
- e. Map reading and interpretation
- f. Geographic terminology

##### 2. Europe

- a. Population and population patterns
- b. Culture
- c. Physical geography
- d. Significant issues

3. **Russia and Central Eurasia**
  - a. Population and population patterns
  - b. Culture
  - c. Physical geography
  - d. Significant issues
4. **North America**
  - a. Population and population patterns
  - b. Culture
  - c. Physical geography
  - d. Significant issues
5. **Central America**
  - a. Population and population patterns
  - b. Culture
  - c. Physical geography
  - d. Significant issues
6. **South America**
  - a. Population and population patterns
  - b. Culture
  - c. Physical geography
  - d. Significant issues
7. **The Middle East**
  - a. Population and population patterns
  - b. Culture
  - c. Physical geography
  - d. Significant issues
8. **Africa**
  - a. Population and population patterns
  - b. Culture
  - c. Physical geography
  - d. Significant issues
9. **Southwest Asia - India and the Indian perimeter**
  - a. Population and population patterns
  - b. Culture
  - c. Physical geography
  - d. Significant issues
10. **East/Southeast Asia**
  - a. Population and population patterns
  - b. Culture
  - c. Physical geography
  - d. Significant issues
11. **Oceania**
  - a. Population and population patterns
  - b. Culture
  - c. Physical geography
  - d. Significant issues

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## Objectives

1. Understand and apply four key concepts – location, place, link, and region – to geographical issues of spatial organization.
2. Understand the language of maps – scale, projection, symbolization – and map types – reference & thematic – for use in problems of spatial analyses.
3. Understand and use basic ideas about basic physical-human processes that interact geographically in the world: environmental settings, population and settlement, cultural patterns, geopolitical frameworks, economic and social development.
4. Apply these concepts and understandings to describe and analyze the basic physical and human characteristics of a region.
5. Examine the global consequences of the basic physical-human geographic forces while understanding persistent geographic diversity

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## Student Learning Outcomes

1. Upon completion of this course, the student will be able to appraise the distribution of the human population and the historical and contemporary processes that shape this distribution.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, the student will be able to Identify how human forces, such as nationalism, globalization, development, and the physical environment contribute to the uniqueness of places.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
3. Upon completion of this course, the student should will be able to describe the diversity of peoples, places, and environments within a specific region or around the world.
  - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

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## Methods of Instruction

- Lecture/Discussion

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## Assignments

Reading Assignments

Writing Assignments

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## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Douglas L. Johnson, Clark University. *World Regional Geography: A Development Approach, 11th Edition*, 11th ed. pearson, 2015, ISBN: 9780321939654

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# GEOLOGY AS-T DEGREE

## ASSOCIATE IN SCIENCE FOR TRANSFER

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### Description

Geology is an interdisciplinary science that combines geological observations and concepts with those of physics, chemistry, biology and mathematics in order to study the earth, its physical environments, and its history. By studying rocks, fossils, and minerals, and by learning to read and interpret maps, geologists seek to understand those geologic principles and processes that shape the earth and its environments.

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### Program Learning Outcomes

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

1. After completing the program, students will be able to identify basic rock types and describe the formation environment.
  2. After completing the program, students will be able to describe the geologic time scale and significant earth events that define eras, periods and epochs.
  3. After completing the program, students will be able to describe the unique tectonic evolution of California and its major geologic provinces
- 

### Program Requirements:

#### Required Core:

#### Course Block Units: (26 Required)

GEOL10L	Physical Geology	4
GEOL11L	Historical Geology	4
CHEM1A	General Chemistry	5
CHEM1B	General Chemistry	5
MATH1A	Single Variable Calculus I -- Early Transcendentals	4
MATH1B	Single Variable Calculus II -- Early Transcendentals	4

**Total: 26**

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# BIOLOGY-ALLIED HEALTH

## ASSOCIATE IN SCIENCE

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### Description

The Biology-Allied Health degree is designed to provide a broad base of knowledge and skills to support students' development into competent health care professionals. The degree requirements parallel many of the prerequisites required in allied health programs. A common core of courses provide a foundation in human anatomy, human physiology, and general psychology. The options provide an opportunity to focus on a specific allied health career field. Students earning this degree will be well prepared to satisfy the prerequisite course requirements for admission into a variety of California Community College, California State University, and private college and university undergraduate Allied Health programs such as Nursing (LVN, ADN, BSN), Respiratory Care, Radiologic Technology, Physical Therapy Assistant, Occupational Therapy Assistant, and Dental Hygiene as well as graduate Allied Health programs in Physical Therapy and Occupational Therapy. This degree also provides foundational knowledge of human biology, psychology, and communication for other professions in hospitals, health clinics, and medical offices.

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### Program Learning Outcomes

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

1. Analyze data/information in addressing and evaluating scientific problems and issues while making decisions.
2. Use the Scientific Method to correctly interpret experimental data and effectively communicate the findings and implications of that data in writing.
3. Demonstrate proficient laboratory techniques within a given Allied Health field.

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### Program Requirements:

Required core:		Course Block Units: (11 Required)
BIOL4	Human Anatomy	4
BIOL5	Human Physiology	4
PSYCH1A	General Psychology	3
Select one of the following options: Pre Nursing option:		Course Block Units: (21 - 25 Required)
BIOL6	Introductory Microbiology	4
CHEM2A or	Introductory Chemistry	5
CHEM1A	General Chemistry	5
ANTHR2 or	Cultural Anthropology	3
SOCIL1 or	Introduction to Sociology	3
SOCIL2 or	Social Problems	3
SOCIL5	Sociology of Race and Ethnicity	3
HLTH10	Principles of Nutrition	3
SPECH1 or	Public Speaking	3

SPECH3 or	Argumentation and Critical Thinking	3
SPECH6 or	Small Group Communication	3
SPECH7	Interpersonal Communication	3
NURS26 and	Pharmacology	3
NURS36 or	Pathophysiology: Understanding Disease	4
STAT1 and	Introduction To Statistical Methods	4
PSYCH41 or	Lifespan Development	3
ECE3	Child Growth and Development	3

#### **Pre Respiratory Care option**

**Course Block Units: (15 Required)**

BIOL6	Introductory Microbiology	4
CHEM2A	Introductory Chemistry	5
SPECH1 or	Public Speaking	3
SPECH7	Interpersonal Communication	3
NURS51 or	Medical Terminology	3
PSYCH41 or	Lifespan Development	3
SOCIL1	Introduction to Sociology	3

#### **Pre Radiologic Technology option**

**Course Block Units: (8 Required)**

CHEM2A or	Introductory Chemistry	5
CHEM1A	General Chemistry	5
NURS51	Medical Terminology	3

#### **Pre Dental Hygiene option**

**Course Block Units: (22 - 23  
Required)**

BIOL6	Introductory Microbiology	4
CHEM2A or	Introductory Chemistry	5
CHEM1A	General Chemistry	5
CHEM2B or	Introductory Chemistry	4
CHEM1B	General Chemistry	5
SPECH1 or	Public Speaking	3
SPECH6 or	Small Group Communication	3
SPECH7	Interpersonal Communication	3
HLTH10	Principles of Nutrition	3
SOCIL1	Introduction to Sociology	3

#### **Pre Occupational Therapy Assistant**

**Course Block Units: (12 Required)**

NURS51	Medical Terminology	3
HLTH10	Principles of Nutrition	3
PSYCH41	Lifespan Development	3
SOCIL1 or	Introduction to Sociology	3
ANTHR2	Cultural Anthropology	3

**Pre Physical Therapy****Course Block Units: (21 - 22  
Required)**

CHEM2A or	Introductory Chemistry	5
CHEM1A	General Chemistry	5
CHEM2B or	Introductory Chemistry	4
CHEM1B	General Chemistry	5
PHYS2A	General Physics	3
PHYS3A	General Physics Laboratory	1
PHYS2B	General Physics	3
PHYS3B	General Physics Laboratory	1
STAT1	Introduction To Statistical Methods	4

**Pre Occupational Therapy****Course Block Units: (13 Required)**

STAT1	Introduction To Statistical Methods	4
SOCIL1 or	Introduction to Sociology	3
ANTHR2	Cultural Anthropology	3
PSYCH41	Lifespan Development	3
ART12A or	Beginning Ceramics	3
ART9A or	Beginning Painting	3
ART14A or	Sculpture	3
ART4A	Drawing and Composition Beginning	3

**Total: 123.00 - 129.00**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 1  
**Full Course Title:** Business Information Systems  
**Short Title:** BIS Bus Info Sys  
**TOP Code:** -  
**Effective Term:** Fall 2014

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 72.0  
**Lecture hours:** 45.0  
**Lab hours:** 27.0  
**Hours outside of class:** 90.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Computer Information Systems **Or**
  - Business (Masters Required)
- 

### Course Description

Examination of information systems in business. Focus on information systems, database management systems, networking, e-commerce, ethics and security, computer systems hardware and software components. Application of these concepts and methods through projects developing computer-based solutions to business problems.

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### Conditions of Enrollment

#### Advisories

- **Computer Literacy - recommended basic computer skills**
  - **Language - recommended eligibility for English 1A**
- 

### Content

#### Course Lecture Content

1. Introduction to Computers
  - a. What is a computer?
  - b. Components of a computer
  - c. Advantages and disadvantages of using computers
  - d. Networks and the Internet
  - e. Computer software
  - f. Categories of computers
  - g. Personal computers
  - h. Mobile computers and mobile devices
  - i. Game consoles
  - j. Servers
  - k. Mainframes
  - l. Supercomputers
  - m. Embedded computers
  - n. Elements of an information system
  - o. Examples of computer usage
  - p. Computer applications in society
2. The Internet and World Wide Web
  - a. The Internet
  - b. Evolution of the Internet
  - c. The World Wide Web
  - d. E-commerce
  - e. Other internet services
  - f. Netiquette
3. Application Software
  - a. Application software
  - b. Business software
  - c. Graphics and multimedia software
  - d. Software for home, personal, and educational use
  - e. Web applications
  - f. Application software for communications
  - g. Learning tools for application software
4. The Components of the System Unit
  - a. The system unit
  - b. Processor
  - c. Data representation
  - d. Memory
  - e. Expansion slots and adapter cards
  - f. Ports and connectors
  - g. Buses
  - h. Bays
  - i. Power supply
  - j. Keeping your computer or mobile device clean
5. Input
  - a. What is input?
  - b. What are input devices?
  - c. The keyboard
  - d. Pointing devices
  - e. Mouse
  - f. Other pointing devices
  - g. Touch screens and touch-sensitive pads
  - h. Pen input
  - i. Other input for smart phones
  - j. Game controllers
  - k. Digital cameras
  - l. Voice input
  - m. Video input

- n. Scanners and reading devices
- o. Biometric input
- p. Terminals
- q. Input devices for physically challenged users
- 6. Output
  - a. What is output?
  - b. Display devices
  - c. Printers
  - d. Speakers, headphones, and earbuds
  - e. Other output devices
  - f. Output devices for physically challenged users
- 7. Storage
  - a. Storage
  - b. Hard disks
  - c. Flash memory storage
  - d. Cloud storage
  - e. Optical discs
  - f. Other types of storage
- 8. Operating Systems and Utility Programs
  - a. System software
  - b. Operating systems
  - c. Operating system functions
  - d. Types of operating systems
  - e. Stand-alone operating systems
  - f. Server operating systems
  - g. Embedded operating systems
  - h. Utility programs
- 9. Communications and Networks
  - a. Communications
  - b. Uses of computer communications
  - c. Networks
  - d. Network communications standards
  - e. Communications software
  - f. Communications over the telephone network
  - g. Communications devices
  - h. Home networks
  - i. Communications channel
  - j. Physical transmission media
- 10. Database Management
  - a. Databases, data, and information
  - b. The hierarchy of data
  - c. Maintaining data
  - d. File processing versus databases
  - e. Database management systems
  - f. Relational, object-oriented, and multidimensional databases
  - g. Web databases
  - h. Database administration
- 11. Computer Security and Safety, Ethics, and Privacy
  - a. Computer security risks
  - b. Internet and network attacks
  - c. Unauthorized access and use
  - d. Hardware theft and vandalism
  - e. Software theft
  - f. Information theft
  - g. System failure
  - h. Backing up - the ultimate safeguard
  - i. Wireless security

- j. Health concerns of computer use
- k. Ethics and society
- l. Information privacy
- 12. Information System Development
  - a. What is system development?
  - b. What initiates a system development project?
  - c. Planning phase
  - d. Analysis phase
  - e. Design phase
  - f. Implementation phase
- 13. Programming Languages and Program Development
  - a. Computer programs and programming languages
  - b. Low-level languages
  - c. Procedural languages
  - d. Object-oriented programming languages and program development tools
  - e. Other programming languages and development tools
  - f. Web page development
  - g. Multimedia program development
- 14. Enterprise Computing
  - a. What is enterprise computing?
  - b. Information systems in the enterprise
  - c. Enterprise-wide technologies and methodologies
  - d. Virtualization and cloud computing
  - e. E-commerce
  - f. Enterprise hardware
  - g. High-availability, scalability, and interoperability
  - h. Backup procedures

### Course Lab/Activity Content

Students will use the computer to apply lecture topics. Uses include spreadsheet development, database management, and Internet Technology application.

---

### Objectives

1. Make decisions regarding selection of enterprise-wide software. **\*\*Requires Critical Thinking\*\***
2. Solve common business problems using appropriate Information Technology applications and systems for business. **\*\*Requires Critical Thinking\*\***
3. Analyze ethical and privacy issues regarding information security in the business environment. **\*\*Requires Critical Thinking\*\***
4. Make decisions regarding management of data in the business environment. **\*\*Requires Critical Thinking\*\***
5. Analyze the differences between business computer systems. **\*\*Requires Critical Thinking\*\***
6. Explain the role and application of e-commerce in the business environment.
7. Decide how to apply appropriate e-commerce technology in different business conditions. **\*\*Requires Critical Thinking\*\***
8. Use and apply electronic spreadsheets to develop business specific reports for analysis. **\*\*Requires Critical Thinking\*\***

9. Use database software to create, access, and manage a collection of business data. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, students will be able to select a customer relationship management system based on a predefined set of business conditions.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, students will be able to identify a threat to information security in a business environment.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students will be able to determine software necessary to complete business reporting and communication using spreadsheets, databases, and presentation software.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

---

## Methods of Instruction

- **Laboratory**  
Lab assignments will consist of using computer to develop spreadsheets, databases, and explore Internet technologies.
- **Lecture/Discussion**  
Each chapter will be comprised of in-depth lecture. Students will be engaged through interactive discussion.

---

## Distance Education

### Delivery Methods

- Online

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## Assignments

### Reading Assignments

Read Chapter 3 Application Software pages 140-207.

### Writing Assignments

Create a business presentation which includes a bulleted list, graphics, transitions between slides, and speaker notes, and applies themes and templates to give professional appearance.

Utilize spreadsheet software to organize and manage structure and unstructured data.

### Other Assignments

Use CengageNow (or SAM) to complete chapter assignments.

---

## Methods of Evaluation

- **Essay/Paper**
- **Exams**

- Homework
  - Laboratory Assignments
  - Participation
  - Problem Solving Exercises
  - Research Project
- 

## Course Materials

### Textbooks:

1. Vermaat. *Discovering Computers Complete*, Cengage Learning, 2012, ISBN: 9781285082837  
**Equivalent text is acceptable**

### Other:

1. CengageNow
  2. SAM
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 8

**Full Course Title:** Human Resource Management

**Short Title:** Human Resource Mgmt

**TOP Code:** 0506.00 - Business Administration and Management, General\*

**Effective Term:** Spring 2018

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 54.0

**Lecture hours:** 54.0

**Hours outside of class:** 108.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Business (Masters Required)
  - Management (Masters Required)
- 

### Course Description

Foundations for the contemporary theory and practices relating to the management of people, managing human resources within an organization, and basic personnel processes.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

- The Personnel Management System
  - Role of personnel management
  - Program for personnel management
  - Challenges facing HRM

- Staffing Organization
  - Personnel assessment
  - Personnel recruitment and selection
  - Job Analysis
- Maximizing Employee potential
  - Performance evaluation
  - Employee development
  - Motivation and job satisfaction
- Organizational behavior
  - Organization climate for work
  - Communication
- Management-Labor Relations
  - Union & personnel management
  - Union-management relations
- Remuneration and security
  - Wage and salary administration
  - Employee benefits
- Assessment and research
  - Appraisal and research
  - Personnel management in perspective

---

## Objectives

1. Define the role of the Human Resource Department in an organization.
2. Analyze the process of staffing an organization. **\*\*Requires Critical Thinking\*\***
3. Identify the various aspects of maximizing employee potential. **\*\*Requires Critical Thinking\*\***
4. Summarize factors related to organizational behavior.
5. Discuss the various aspects of management-labor relations.
6. Evaluate the different systems of remuneration and employee benefits. **\*\*Requires Critical Thinking\*\***
7. Define the role of assessment and research in human resource management.

---

## Student Learning Outcomes

1. Student will be able to produce a Policy and Procedure addressing Job Analysis and Job Descriptions in a place of business.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Students will be able to discuss ethics and the importance of business ethics.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Students will be able to analyze the process of staffing an organization.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

## Methods of Instruction

- **Lecture/Discussion**

Lectures are provided online with journal articles and webpages to read.

---

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

### Reading Assignments

- Students will read online lectures as well as assigned journal articles and applicable webpages.

### Writing Assignments

- Students will write an essay on each component of HRM
  - Challenges facing HRM
  - Job Analysis and Job Descriptions
  - recruitment and staff selection
  - Training and Performance
  - Benefits and work schedules
  - Managing employee relations
  - Collective bargaining

### Other Assignments

Each module requires a Policy & Procedure be written that relates to the subject presented. At the end of the course, the student will have a Policy & Procedure manual that could be used in a "real life" small business.

---

## Methods of Evaluation

- **Essay/Paper**
- **Participation**
- **Other**

Participation in Bulletin board assignments Policies and Procedures developed per module

---

## Course Materials

### Textbooks:

1. Dressler, Gary. *Human Resource Management*, 15th ed. Pearson, Pren. Hall, 2017, ISBN: ISBN-13: 978-0134235455

**Equivalent text is acceptable**

### Other:

1. Handouts and Webwork
-

# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 9

**Full Course Title:** Organizational Management

**Short Title:** Org Management

**TOP Code:** 0506.00 - Business Administration and Management, General\*

**Effective Term:** Spring 2018

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 54.0

**Lecture hours:** 54.0

**Hours outside of class:** 108.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Business (Masters Required)
  - Management (Masters Required)
- 

### Course Description

Assists students in understanding and applying theories of management and psychology to human behavior in the workplace. Increases awareness of individual and group behaviors, conflict, resolution, and leadership and organizational dynamics.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Introduction to contemporary organizational behavior.
2. Historical development of major schools of psychology.
3. Development of applications of psychological theory to management method and practice.

4. Ethical implications of learning and applying psychological knowledge.
5. The individual in the organization.
6. Leading and leadership processes in organizations
7. Interpersonal processes in organizations

### Course Lab/Activity Content

This course does not have a lab.

---

### Objectives

1. Contrast, the four schools of psychology (analytical, behavioral, humanistic, and transpersonal) and their relationship to productivity in a business **\*\*Requires Critical Thinking\*\***
  2. Differentiate, between individual and organization dysfunction. Identify methods of diagnosing dysfunctional systems. **\*\*Requires Critical Thinking\*\***
  3. Identify and recommend appropriate management intervention strategies.
  4. Demonstrate the ability to define eliminating stress and developing and implementing plans for its reduction.
  5. Demonstrate the ability to communicate effectively about organizational psychology.
  6. Define and analyze leadership styles. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Student will be able to distinguish the four schools of psychology and their relationship on productivity in the business environment.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Students will be able to define and analyze leadership styles.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Students will be able to define stress, develop plans to reduce stress, and implement plans to reduce stress.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

### Methods of Instruction

- **Lecture/Discussion**  
Lectures are provided online for each of the modules as well as links for background reading.
- 

### Distance Education

#### Delivery Methods

- Online

---

## Assignments

### Reading Assignments

Students will read online lectures and be directed to additional reading material such as:

1. Websites
2. Journal articles
3. Current news articles
4. Text book chapters

### Writing Assignments

For each module in the course, students will be writing:

1. Answering a question on a discussion board and replying to classmates
2. An essay answering module specific questions.
  - a. describing leadership styles and evaluating which they have and which they prefer to work with.
  - b. Evaluate typical work stressors and develop methods which can help to eliminate them or how to adjust to them.
3. Various practical projects:
  - a. Memo's
  - b. Policies and Procedures
  - c. Handbooks

---

## Methods of Evaluation

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

---

## Course Materials

### Textbooks:

1. Elsbach, Kayes & Kayes. *Contemporary Organizational Behavior: From Ideas to Action*, 14th ed. Prentice Hall, 2016, ISBN: 9780133996869  
**Equivalent text is acceptable**
2. DuBrin, Andrew. *Human Relations for Career and Personal Success: Concepts, Applications, and Skills*, 11th ed. Pearson, 2017, ISBN: 9780134131719  
**Equivalent text is acceptable**

### Other:

1. Handouts and Web assignments
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 30

**Full Course Title:** Business Computer Applications

**Short Title:** Bus Comp Apps

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

**Effective Term:** Fall 2014

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 72.0

**Lecture hours:** 45.0

**Lab hours:** 27.0

**Hours outside of class:** 90.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Computer Information Systems
  - Office Technologies
- 

### Course Description

Develop beginning to intermediate skills using computer office applications. Basic features of word processing, spreadsheet, and presentation software are covered. Hands-on activities will focus on creating simple, integrated documents for business, personal and academic purposes. Typing skills are advised.

---

### Conditions of Enrollment

#### Advisories

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

### Content

#### Course Lecture Content

1. Word Processing:

- a. Preparing a Word Document
  - b. Formatting Characters and Paragraphs
  - c. Customizing Paragraphs
  - d. Formatting Pages
2. Spreadsheets:
    - a. Preparing an Excel Workbook
    - b. Inserting Formulas in a Worksheet
    - c. Formatting a Worksheet
    - d. Enhancing a Worksheet
    - e. Moving Data within and between Workbooks
    - f. Maintaining Workbooks
    - g. Creating Charts and Inserting Formulas
3. Presentation:
    - a. Preparing a PowerPoint Presentation
    - b. Modifying a Presentation
    - c. Formatting Slides
    - d. Inserting Elements in Slides

### Course Lab/Activity Content

1. Word Processing:
    - a. Preparing a Word Document
    - b. Formatting Characters and Paragraphs
    - c. Customizing Paragraphs
    - d. Formatting Pages
  2. Spreadsheets:
    - a. Preparing an Excel Workbook
    - b. Inserting Formulas in a Worksheet
    - c. Formatting a Worksheet
    - d. Enhancing a Worksheet
    - e. Moving Data within and between Workbooks
    - f. Maintaining Workbooks
    - g. Creating Charts and Inserting Formulas
  3. Presentation:
    - a. Preparing a PowerPoint Presentation
    - b. Modifying a Presentation
    - c. Formatting Slides
    - d. Inserting Elements in Slides
- 

### Objectives

1. Create word processing documents that are correctly formatted and free of spelling errors. **\*\*Requires Critical Thinking\*\***
2. Apply knowledge of word processing proficiencies by completing timed “hands-on” tests. **\*\*Requires Critical Thinking\*\***
3. Demonstrate knowledge of spreadsheet operations, concepts, and terminology. **\*\*Requires Critical Thinking\*\***
4. Demonstrate mastery of spreadsheet skill set by completing “hands-on” production exam. **\*\*Requires Critical Thinking\*\***
5. Produce printed reports using the records in the original, indexed, or sorted order.

6. Demonstrate ability to create, modify and enhance presentations. **\*\*Requires Critical Thinking\*\***
  7. Save, retrieve, organize and print a variety of Office documents.
  8. Demonstrate ability to manage local and remote file systems. **\*\*Requires Critical Thinking\*\***
  9. Create spreadsheets using functions to solve complex problems. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Demonstrate proficiency creating spreadsheets using formulas and charts for business, personal, and academic use.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  2. Demonstrate beginning proficiencies in word processing by preparing business, academic, and personal use documents.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Prepare presentations for business, personal, and academic use.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- 

## Methods of Instruction

- **Laboratory**  
Students will work on software application skill sets to reinforce lecture and demonstrate proficiency with software applications
  - **Lecture/Discussion**  
Chapter lecture consists with walking students through features of the application and how to use each feature. Example: Chapter 1 walk through opening a document; creating, saving, printing, and closing a document. How to use a "New Line" command in document creation. Saving the document with a new name. How to pin and unpin documents. Moving the insertion point via keyboard commands, or mouse.
- 

## Distance Education

### Delivery Methods

- Online
  - Hybrid
- 

## Assignments

### Reading Assignments

Read chapter 1 pages 3 to 30

### Other Assignments

Complete Skills Assessments 1, 2, 3, 4

Complete Real-World Assessment 1

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Rutkosky. *Office 2016 Benchmark Series*, Paradigm, 2017, ISBN: 9780763869137  
**Equivalent text is acceptable**
2. Johnson. *Office 2010 On Demand*, Que, 2010, ISBN: 13: 978-0-7897-4278  
**Equivalent text is acceptable**
3. Shelly, Gary B. etal. *Microsoft Office 2010: Brief*, Course Technology, 2010, ISBN: 978-1439078426  
**Equivalent text is acceptable**
4. Beskeen/Cram / Friedrichsen / Duffy / Reding. *Microsoft Office 2010 – Introductory (First Course)*, Course Technology, 2011, ISBN: 978-0-538-74715-8  
**Equivalent text is acceptable**

### Other:

1. USB Drive for data storage
  2. Materials as provided by instructor.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 32  
**Full Course Title:** Word Processing Application  
**Short Title:** Word Processing App  
**TOP Code:** -  
**Effective Term:** Fall 2013

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
    **Total contact hours in class:** 90.0  
        **Lecture hours:** 36.0  
        **Lab hours:** 54.0  
    **Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Business Education (Masters Required)
- 

### Course Description

Basic and advanced features of word processing. Topics include creating, editing, and saving documents; file management; basic text, paragraph, and page formatting; page numbering; printing options; tables and columns; advanced formatting, charts, forms, styles, graphics, borders, shading, drawing, macros, sort, and merge features.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Working with complex documents, merge feature for documents and labels, creating forms, adding references to documents, using bookmarks, master documents, routing documents, sorting text, etc.

2. Visual enhancements, charts.

### Course Lab/Activity Content

Complete chapter 1 skills assessment using topics learned in lecture.

---

### Objectives

1. Demonstrate knowledge of word processing fundamental operations, concepts and terminology.  
**\*\*Requires Critical Thinking\*\***
  2. Create documents applying knowledge of word processing operations listed in the topical outline by completing a variety of text assignments.
  3. Apply fundamental knowledge of word processing operations by producing specific documents typically found in businesses.
  4. Students will decide independently the kind of functions to use in creating their documents and use problem solving skills to correct errors. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Students will be able to analyze data using formulas in a spreadsheet to calculate the results.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  2. Students will be able to create professional business presentation utilizing slides, graphics, and text.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  3. Students will be able to use complex word processing features to create mailing labels and envelopes.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

### Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Demonstration
- 

### Distance Education

#### Delivery Methods

- Online
- 

### Assignments

**Reading Assignments**

Read chapter 3 and complete skills assessments 1, 2 & 3

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**Methods of Evaluation**

- **Homework**
- **Laboratory Assignments**
- **Quizzes**
- **Other**

Completion of assignments and end-of-semester wrap-up exercises.

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

1. Shaffer. *New Perspectives Microsoft Office 365 & Word 2016: Comprehensive*, 1 ed. Cengage, 2017, ISBN: 9781305880979

**Equivalent text is acceptable**

**Other:**

1. Latest Version of Microsoft Word
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 33  
**Full Course Title:** Spreadsheet Application  
**Short Title:** Spreadsheet App  
**TOP Code:** -  
**Effective Term:** Fall 2013

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
    **Total contact hours in class:** 90.0  
        **Lecture hours:** 36.0  
        **Lab hours:** 54.0  
    **Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Office Technologies
  - Computer Information Systems
  - Business (Masters Required)
- 

### Course Description

Learn features of spreadsheet software applications using the interface, working with text labels, values, formulas, functions, editing and formatting. Spreadsheets designed for decision-making, creating charts, list and data management. Includes advanced formatting options, financial functions, 3-D formulas, and other advanced functions. Hands-on coursework that focuses on business, academic and personal applications.

---

### Conditions of Enrollment

#### Advisories

- **Computer Literacy - recommended basic computer skills**
  - **Language - recommended eligibility for English 1A**
  - **Mathematics - recommended eligibility for Math 52**
- 

### Content

## Course Lecture Content

1. Introduction to spreadsheets
2. Editing and formatting
3. Using formulas and functions
4. Spreadsheets as tools in decision making
5. Graphs and charts
6. Data management
7. Analyzing list data
8. Enhancing charts and worksheets
9. Using a "What-If" analysis
10. Summarizing data with pivot tables
11. Exchanging data with other programs
12. Sharing spreadsheet files and incorporating Web information
13. Gaining control over your work
14. Programming with spreadsheets

## Course Lab/Activity Content

1. Editing and Formatting
2. Using Formulas and Functions
3. Spreadsheets as Tools in Decision Making
4. Graphs and Charts
5. Data Management
6. Analyzing List Data
7. Enhancing charts and worksheets
8. Using a "What-If" analysis
9. Summarizing data with pivot tables
10. Exchanging data with other programs
11. Sharing spreadsheet files and incorporating Web information
12. Programming with spreadsheets

---

## Objectives

1. Create and modify spreadsheets, using the toolbars and menu options effectively.
  2. Gain efficiency in editing and formatting data.
  3. Understand the capabilities of "What-If" features for decision making. **\*\*Requires Critical Thinking\*\***
  4. Use basic list and advanced data management features. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will use appropriate mathematical formulas and functions within the spreadsheet application to understand, analyze and communicate issues in quantitative terms for business use.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
2. Upon completion of this course, students will select and use appropriate tools available in a spreadsheet application to accomplish personal, academic and career tasks.

- **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

---

## Methods of Instruction

- **Laboratory**  
Use the spreadsheet application to create templates.
- **Lecture/Discussion**  
Walk through and demonstrate chapter features of the spreadsheet application. Discuss application to real-world personal, academic and business purposes.
- **Other**  
Demonstration Review Best Practices

---

## Distance Education

### Delivery Methods

- Online

---

## Assignments

### Reading Assignments

Read unit 3 pages ? to ?

Preview Skill Review assignment

### Other Assignments

Create a template using "What-if" formulas to analyze increases in Sales Tax rates.

---

## Methods of Evaluation

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

---

## Course Materials

### Textbooks:

1. Shelly. *Microsoft Excel 2016: Comprehensive*, Course Technology, 2016, ISBN: 978-1305870727  
**Equivalent text is acceptable**
2. Reding. *Microsoft Excel 2016: Illustrated Complete (Illustrated Series)*, Course Technology, 2016, ISBN: 978-1337250818  
**Equivalent text is acceptable**

### Other:

1. USB drive for data storage
  2. Instructor-created materials
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 34  
**Full Course Title:** Presentation Application  
**Short Title:** Presentation App  
**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:** 30.0  
        **Lecture hours:** 12.0  
        **Lab hours:** 18.0  
    **Hours outside of class:** 24.0  
**Repeatable:** No  
**Grading Method:** Pass/No Pass Only

---

### Minimum Qualifications for Instructors

- Office Technologies
  - Computer Information Systems
- 

### Course Description

Learn the basics of presentation application software and more: create presentations, add visuals, include elements and data from other sources, modify master slides and timings. Customize, prepare for distribution and deliver presentations. Familiarity with keyboard recommended.

---

### Content

#### Course Lecture Content

1. Creating a Basic Presentation
  - a. AutoContent Wizard
  - b. Building presentations
  - c. Design templates
2. Modifying Visual Elements, Themes and Colors
  - a. Modifying Slide Master
  - b. Customizing the background
3. Formatting Text and using Styles
4. Adding Objects, Transitions and Animations
  - a. Inserting objects, clip art

- b. Sound and video
- 5. Preparing handouts and transparencies
- 6. Distributing and Publishing the PowerPoint Presentation

### Course Lab/Activity Content

- 1. Creating a Basic Presentation
    - a. AutoContent Wizard
    - b. Building presentations
    - c. Design templates
  - 2. Modifying Visual Elements, Themes and Colors
    - a. Modifying Slide Master
    - b. Customizing the background
  - 3. Formatting Text and using Styles
  - 4. Adding Objects, Transitions and Animations
    - a. Inserting objects, clip art
    - b. Sound and video
  - 5. Preparing handouts and transparencies
  - 6. Distributing and Publishing the PowerPoint Presentation
- 

### Objectives

- 1. Demonstrate knowledge of presentation software, fundamental operations, concepts and terminology.
  - 2. Create presentations applying knowledge of presentation software operations listed in topical outline by completing a variety of assignments. **\*\*Requires Critical Thinking\*\***
  - 3. Apply knowledge of operations by producing specific presentations typically found in business.
  - 4. Challenge assignments requiring the use of problem-solving skills. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

- 1. Apply graphic, text, and slide tools to create a business presentation.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  - 2. Select appropriate tools in the presentation software and create a presentation directed to a business audience.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- 

### Methods of Instruction

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Demonstration
- 

### Distance Education

## Delivery Methods

- Online
  - Hybrid
- 

## Assignments

### Reading Assignments

Read Chapter 2

### Other Assignments

Create presentation using slides, text, and graphics.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Beskeen. *Illustrated Microsoft® Office 365 & PowerPoint 2016*, 1 ed. Cengage Learning, 2017, ISBN: 9781305878174

**Equivalent text is acceptable**

### Other:

1. Latest textbook version and/or Instructor-Created Materials
  2. USB drive for data storage
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 37  
**Full Course Title:** Introduction To Database Applications  
**Short Title:** Intro to Databases  
**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:** 30.0  
        **Lecture hours:** 12.0  
        **Lab hours:** 18.0  
    **Hours outside of class:** 24.0  
**Repeatable:** No  
**Grading Method:** Pass/No Pass Only

---

### Minimum Qualifications for Instructors

- Computer Information Systems
  - Office Technologies
  - Business (Masters Required)
- 

### Course Description

Use database applications to develop simple to complex databases in an operating system environment. Design databases, sort and filter records, create input forms and custom-formatted reports.

---

### Conditions of Enrollment

#### Advisories

- **Computer Literacy - recommended basic computer skills**
  - **Language - recommended eligibility for English 1A**
  - **Mathematics - recommended eligibility for Math 52**
- 

### Content

#### Course Lecture Content

1. Concepts, operations and terminology to build database structures.
2. Input data, delete records, accurately edit and maintain data.
3. Create indexes to sequence the data.
4. Build simple queries.
5. Create and customize reports.

### Course Lab/Activity Content

1. Build database structures
  2. Manipulate database records by adding, deleting, editing and maintaining
  3. Create indexes to sequence data
  4. Build simple queries
  5. Create and customize reports
- 

### Objectives

1. Demonstrate beginning/intermediate knowledge of database operations, concepts and terminology.  
**\*\*Requires Critical Thinking\*\***
  2. Apply knowledge of database commands by completing hands-on assignments. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, students will use math concepts and methods within the database application to understand, analyze and communicate issues in quantitative terms for personal, academic and business purposes.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  2. Upon completion of this course, students will successfully complete a variety of database designs, input data and then analyze the data using sorts, filters, and reports.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

### Methods of Instruction

- **Laboratory**  
Using database application apply concepts from chapter to real world scenarios for personal, academic, and business.
  - **Lecture/Discussion**  
Walk students through chapter database concepts and discuss application for personal, academic, and business purposes.
  - **Other**  
Demonstration Review Best Practices examples
- 

### Distance Education

#### Delivery Methods

- Online

---

## Assignments

### Reading Assignments

Read Chapter 2 pages ? to ?. Prepare to follow instructor through hands-on exercises as outlined in chapter.

### Other Assignments

Use template Q to add data, remove data, and create a query.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Shelly. *Microsoft Access 2016: Introductory*, Course Technology, 2016, ISBN: 978-1305870611  
**Equivalent text is acceptable**

### Other:

1. USB drive for data storage.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 41

**Full Course Title:** Computer Operating Systems

**Short Title:** Comp Op Systems

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

**Effective Term:** Fall 2015

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 1.0

**Total class hours:** 54.0

**Total contact hours in class:** 30.0

**Lecture hours:** 12.0

**Lab hours:** 18.0

**Hours outside of class:** 24.0

**Repeatable:** No

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

---

### Minimum Qualifications for Instructors

- Computer Information Systems
  - Office Technologies
- 

### Course Description

Gain a comprehensive understanding of computer operating systems, including the new features of the operating system. This course focuses on daily tasks such as creating and organizing files, customizing the workspace, fine-tuning performance, maintaining and protecting your computer. Additional topics include using the internet, basic e-mail skills, performing searches and networking. Students are challenged to apply what they learn to real-life tasks, preparing them to easily transfer skills to new situations.

---

### Conditions of Enrollment

#### Advisories

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

### Content

#### Course Lecture Content

1. Explore the basics of Microsoft Windows
2. Organizing Files
3. Personalizing Windows Environment
4. Working with the Internet and E-mail
5. Protecting the Computer
6. Searching for Information
7. Managing Multimedia Files
8. Connecting to Networks with mobile Computing
9. Maintaining Hardware and Software
10. Improving Computer's Performance

### Course Lab/Activity Content

1. Explore the basics of Microsoft Windows
2. Organizing Files
3. Personalizing Windows Environment
4. Working with the Internet and E-mail
5. Protecting the Computer
6. Searching for Information
7. Managing Multimedia Files
8. Connecting to Networks with mobile Computing
9. Maintaining Hardware and Software
10. Improving Computer's Performance

---

### Objectives

1. Demonstrate familiarity with starting, moving around, and exiting.
2. Apply knowledge of the following options: A. Creating directories. B. Moving, copying and deleting files. C. Changing fonts, colors. D. Printing exercises as required. E. Transferring files to other applications. F. Windows Operating System setup - change layout of Windows environment. G. Demonstrate familiarity of Windows Operating System accessories by completing a variety of exercises using these options.  
**\*\*Requires Critical Thinking\*\***

---

### Student Learning Outcomes

1. Technological Awareness - Select and use the tools within Microsoft Windows to manage computer security.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Technological Awareness - Demonstrate the ability to maintain a file system by creating folders and files; moving, duplicating, renaming and deleting files; and documenting this activity with a lab project.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

---

### Methods of Instruction

- **Laboratory**  
Students will use the computer to work through computer operating system exercises.
- **Lecture/Discussion**  
Instructor will lecture on the chapter and walk students through various examples.

---

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

### Reading Assignments

Student is required to read each chapter and walk through the examples within the chapter.

### Other Assignments

Student will use the computer to work through and apply the skills learned in the chapter.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Ruffolo. *New Perspectives on Microsoft Windows, Comprehensive*, Course Technology, 2017, ISBN: 9781305579385  
**Equivalent text is acceptable**

### Other:

1. USB Drive
  2. Materials and internet resources as needed
  3. Access to a computer with Microsoft Windows operating system
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 63  
**Full Course Title:** Legal Office Procedures  
**Short Title:** Legal Ofc Proc  
**TOP Code:** 0514.10 - Legal Administrative Assistant/Secretary\*  
**Effective Term:** Spring 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
**Total contact hours in class:** 90.0  
**Lecture hours:** 36.0  
**Lab hours:** 54.0  
**Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Legal Assisting
  - Office Technologies
- 

### Course Description

This class explores the legal office environment, current legal office procedures, and preparation of legal documents using up-to-date office technology.

---

### Conditions of Enrollment

GNBUS 32 and GNBUS 15A are recommended. GNBUS 15A and GNBUS 32 are recommended to complete homework assignments.

### Advisories

- **Computer Literacy - recommended basic computer skills**
  - **Language - recommended eligibility for English 1A**
  - **Mathematics - recommended eligibility for Math 52**
- 

### Content

#### Course Lecture Content

The following topics will be introduced and discussed during the lecture portion of this course:

1. Current legal office procedures
2. The environment in a legal office
3. The nature of the legal office
4. Legal documents
  - a. Legal correspondence
  - b. Legal non-court documents
  - c. Court documents
  - d. General court proceedings and appeals
5. Computer applications
  - a. Editing
    - i. Language skills
    - ii. Proofreading
    - iii. Rough draft work
  - b. Searches
  - c. Repetitive applications

### Course Lab/Activity Content

The following assignments will be completed during the lab portion of this class:

1. Preparation of legal documents
  - a. Legal correspondence
  - b. Legal non-court documents
  - c. Court documents
  - d. General court proceedings and appeals

---

### Objectives

1. Demonstrate knowledge of current legal office procedures. **\*\*Requires Critical Thinking\*\***
2. Work effectively and efficiently in the simulated legal office environment.
3. Apply current legal office procedures while preparing legal papers. **\*\*Requires Critical Thinking\*\***
4. Format legal documents applying the rules for proper placement of material on the page.
5. Produce quality work in a reasonable length of time.
6. Apply the rules of grammar and English usage in the production of documents
7. Correctly spell and define an extensive list of legal terminology.
8. Follow precise directions for completing tasks.
9. Develop knowledge of resources available and master the ability to identify appropriate case resources without the assistance of the supervisor or the attorney. **\*\*Requires Critical Thinking\*\***
10. Determine release of appropriate information to clients and/or opposing party. **\*\*Requires Critical Thinking\*\***
11. Analyze case studies which reflect daily activities in a legal office. **\*\*Requires Critical Thinking\*\***

12. Determine independently and tally appropriate billings for individual clients. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Students will be able to correctly spell and define legal terminology.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Students will be able to effectively determine and tally billings for individual clients.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Students will be able to format legal documents applying the rules for proper placement of material on the page.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

---

## Methods of Instruction

- **Laboratory**  
Hands-on document preparation
- **Lecture/Discussion**  
Presentation of chapter topics. Discussion on legal office applications.
- **Other**  
Case samples Simulations

---

## Distance Education

### Delivery Methods

- Online

---

## Assignments

### Reading Assignments

Read Part III on Litigation Procedures

### Writing Assignments

Draft a paper describing the steps to prepare for litigation

### Other Assignments

Preparation of legal documents: pleading, last will and testament, affidavit, deposition, etc. The document must be correctly formatted as either a court or non-court document and proofread for accuracy.

Planning a meeting or conference: make all arrangements for an event including securing an appropriate location, notifying attendees, preparing meeting documents, preparing the location, and follow-up.

Legal citations: use Word features to prepare document citations and a Table of Authorities.

Legal research: use the Internet to perform searches.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Joyce Morton. *Legal Office Procedures*, 7th ed. Pearson Prentice Hall, 2007, ISBN: 978-0-13-220956-4  
**Equivalent text is acceptable**

### Software:

1. *Word*. Microsoft, 2016 or newer ed. Word processing software used to complete homework assignments.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 64  
**Full Course Title:** Medical Word Processing  
**Short Title:** Med. Word Process  
**TOP Code:** -  
**Effective Term:** Spring 2017

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Total class hours:** 162.0  
    **Total contact hours in class:** 90.0  
        **Lecture hours:** 36.0  
        **Lab hours:** 54.0  
    **Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Office Technologies
- 

### Course Description

Medical document editing, utilizing partial speech recognition documentation/voice processing and transcription from physician dictation. Course work will encompass general medical/surgical fields and specialties such as OB-GYN, pediatrics, orthopedics, and cardiovascular medicine.

---

### Conditions of Enrollment

Satisfactory completion of: OA 17B; OA 52 or GNBUS 52; GNBUS 32

### Advisories

- **Language - recommended eligibility for English 1A**  
Students must read and interpret medical office terminology and procedures.
  - **Computer Literacy - recommended basic computer skills**  
Students will complete computer-based transcription exercises.
- 

### Content

## Course Lecture Content

The following topics will be introduced and discussed during the lecture portion of the course:

1. Introduction
  - a. Transcribing Medical Reports
  - b. Association for Healthcare Documentation Integrity
  - c. Medical Transcriptionist Job Descriptions
  - d. AHDI Code of Ethics
  - e. RMT and CMT Certification Possibilities
  - f. Health and Insurance Portability & Accountability Act - MT checklist
  - g. History and Physical Examination and Diagnostic Imaging and Radiology Report
  - h. Operative, Pathology and Consultation Reports
  - i. Discharge and Death Summaries; Autopsy Report
  - j. Outpatient Model Reports
2. Model Report Forms
  - a. SOAP Format
  - b. HPIP Format
  - c. Professional Letter Format
3. References
  - a. Transcription Rules and Style Variations
  - b. Capitalization, Numbers, Punctuation, Abbreviations and Symbols
  - c. Vital Signs
  - d. Difficult Singular and Plural Words and Phrases
  - e. Dermatology and Pulmonary Terms
  - f. Class and Stages of Disease
  - g. Surgical, Obstetric and Cardiology Terms
  - h. Report Formatting Guidelines
  - i. Prefixes, Suffixes and Combining Forms
4. Case Studies
  - a. Case 1 - The Reproductive System
  - b. Case 2 - The Gastrointestinal System
  - c. Case 3 - The Cardio Pulmonary System
  - d. Case 4 - The Integumentary System
  - e. Case 5 - The Psychology Neurology System
  - f. Case 6 - The Nervous System
  - g. Case 7 - The Orthopedics/Endocrinology System
  - h. Case 8 - The Vascular/Renal System
  - i. Case 9 - The Musculoskeletal System
  - j. Case 10 - The Respiratory System
5. Quali-Care Clinic
  - a. Report 1 - Consult and Echocardiogram
  - b. Report 2 - Operative Procedure
  - c. Report 3 - Operative Report
  - d. Report 4 - Surgical and Pathology Report
  - e. Report 5 - Emergency Department Treatment Record
  - f. Report 6 - Interventional Radiology
  - g. Report 7 - Spine Clinic HPIP Note
  - h. Report 8 - Radiology Report
  - i. Report 9 - Clinic SOAP Note
  - j. Report 10 - Colonoscopy Report
  - k. Report 11 - Clinic Followup Note
  - l. Report 12 - Consultation Report
  - m. Report 13 - Psychological Evaluation
  - n. Report 14 - Letter and Consultation
6. Expand Your Knowledge
  - a. Crossword Puzzles

- b. Proofreading Exercises
- c. Common Dictation Errors
- d. Laboratory Test Information
- e. Sample Forms for Ordering Tests
- f. Building a Reference Library
- g. Website for Transcriptionists' Professional Association

## Course Lab/Activity Content

The following medical reports will be transcribed during the lab portion of the course:

- 1. Quali-Care Clinic
  - a. Report 1 - Consult and Echocardiogram
  - b. Report 2 - Operative Procedure
  - c. Report 3 - Operative Report
  - d. Report 4 - Surgical and Pathology Report
  - e. Report 5 - Emergency Department Treatment Record
  - f. Report 6 - Interventional Radiology
  - g. Report 7 - Spine Clinic HPIP Note
  - h. Report 8 - Radiology Report
  - i. Report 9 - Clinic SOAP Note
  - j. Report 10 - Colonoscopy Report
  - k. Report 11 - Clinic Followup Note
  - l. Report 12 - Consultation Report
  - m. Report 13 - Psychological Evaluation
  - n. Report 14 - Letter and Consultation

---

## Objectives

- 1. Edit and transcribe a variety of medical documents including History and Physical Reports, Consultation, Discharge Summaries, and Operative Reports. **\*\*Requires Critical Thinking\*\***
- 2. Correctly applying medical terminology and language arts principles to produce medically and grammatically correct documents **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

- 1. Students will be able to accurately key and format medical transcription files.
  - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 2. Students will be able to edit and transcribe medical documents in proper format.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 3. Students will be able to prepare Emergency Department Treatment Records.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

## Methods of Instruction

- **Laboratory**  
Hands on Report Writing
  - **Lecture/Discussion**  
Lecture on correct formatting and use of medical reports.
- 

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

### Reading Assignments

Read Module 2, Report Forms

### Writing Assignments

Correctly type and format a death report form

### Other Assignments

Chapter 2, Item 1

Carl Adams

April 2, 20--

### CHART NOTE

#### CHIEF COMPLAINT

Suture removal. Patient returns for removal of stitches placed about 8 days ago due to injury sustained when he hit the edge of the coffee table.

#### OBJECTIVE

Wound at the lateral aspect of the left eye looks well healed. Three 5-0 nylon sutures were removed without difficulty.

ASSESSMENT Laceration, healed.

#### PLAN

I advised the mother to use vitamin E for scar prophylaxis.

John Blackburn, MD JB:XX

D: 4/2/20— T:

Case 1, Item 1

Rolland Severson

April 27, 20--

### CHART NOTE

**SUBJECTIVE**

Patient is a 77-year-old anxious-appearing man who complains of changes in his eating habits. He states that he sometimes has difficulty swallowing, like it "just does not go down right." He also has noted dark stools which are occasionally black, but without apparent blood. He has not noted any rectal bleeding. There has been no nausea, emesis, belching, or cramping. No constipation or diarrhea. Patient is a diabetic on insulin.

**OBJECTIVE**

BP 164/86. Pulse 88. The patient is in no acute distress, but appears worried. There is no lymphadenopathy. Abdomen is soft and nontender without guarding or rigidity. Liver, kidneys, and spleen are not palpable. There are no masses or organomegaly. Stool is guaiac positive.

**ASSESSMENT**

1. Gastrointestinal bleeding.
2. Dysphagia, etiology unknown.

**PLAN**

Schedule patient for H&P with Dr. Kim.

John Blackburn, MD JB:XX

D: 4/27/20— T:

---

**Methods of Evaluation**

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

---

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

1. Ireland, Patricia. *Hillcrest Medical Center: Beginning Medical Transcription*, 8th ed. Cengage, 2018, ISBN: 9781305583795  
**Equivalent text is acceptable**

**Software:**

1. *Word*. Microsoft, 2010 or newer ed. Word processing software

**Other:**

1. Any medical dictionary. Instructor-supplied materials such as medical terminology handouts, partially transcribed documents with voice and physician dictation

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 65  
**Full Course Title:** Medical Office Procedures  
**Short Title:** Medical Ofc Proc  
**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:** 90.0  
        **Lecture hours:** 36.0  
        **Lab hours:** 54.0  
    **Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Office Technologies
- 

### Course Description

Students will learn the role of a front office administrative assistant by mastering medical office duties and becoming proficient in the creation and maintenance of medical records.

---

### Conditions of Enrollment

Satisfactory completion of: GNBUS 55A; GNBUS 32 or OA 15A; OA 17A

### Advisories

- **Computer Literacy** - recommended basic computer skills
  - **Language** - recommended eligibility for English 1A
  - **Mathematics** - recommended eligibility for Math 52
- 

### Content

#### Course Lecture Content

1. Lecture

- a. Introduction
  - i. The health care industry
- b. Introduction to medical assisting
  - i. The medical assisting profession
  - ii. Professional behavior
  - iii. Interpersonal skills and human behavior
  - iv. Medical ethics
  - v. Medical law
- c. Administrative medical assisting
  - i. Telecommunications
  - ii. Appointment scheduling
  - iii. Patient reception and processing
  - iv. Office environment and daily operations
  - v. Written communications
  - vi. Mail processing
- d. Health information in the medical office
  - i. Medical records management
  - ii. Health information management
  - iii. Privacy in the physician's office
- e. Billing and coding procedures
  - i. Basics of diagnostic coding
  - ii. Basics of procedural coding
  - iii. Basics of health insurance
  - iv. The health insurance claim form
  - v. Professional fees, billing, and collections
- f. Financial and practice management
  - i. Banking services and procedures
  - ii. Managing practice finances
  - iii. Human resources
  - iv. Marketing and customer service
- g. Career development

### Course Lab/Activity Content

- 1. Laboratory
  - a. Application of lecture material
    - i. Case studies
    - ii. Appointment scheduling
    - iii. Written communications
    - iv. Records management
    - v. Virtual medical office practice
    - vi. Career documents

---

### Objectives

- 1. Differentiate between administrative and clinical medical assisting duties.
- 2. Describe medical specialties.
- 3. Comprehend the importance of confidentiality to a medical professional. **\*\*Requires Critical Thinking\*\***
- 4. Discuss medical ethics. **\*\*Requires Critical Thinking\*\***
- 5. Discuss law as it relates to the medical profession. **\*\*Requires Critical Thinking\*\***

6. Explain the importance of the Health Insurance Portability and Accountability Act (HIPAA). **\*\*Requires Critical Thinking\*\***
  7. Demonstrate desirable interpersonal skills and characteristics.
  8. Handle walk-in and telephone triage. **\*\*Requires Critical Thinking\*\***
  9. Set up a practice matrix and schedule appointments. **\*\*Requires Critical Thinking\*\***
  10. Prepare and describe the elements of a medical chart.
  11. Explain the basics of diagnostic and procedural . **\*\*Requires Critical Thinking\*\***
  12. Complete health insurance claim forms. **\*\*Requires Critical Thinking\*\***
  13. Grasp the principles of financial and practice management. **\*\*Requires Critical Thinking\*\***
  14. Evaluate career opportunities and prepare for employment.
  15. Participate in challenging simulations in a virtual office setting that require students to access and evaluate information to make decisions and perform . **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Students will demonstrate ability to prepare and maintain the physician's appointment and professional calendar.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Demonstrate understanding of HIPPA regulations.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Manage records in a medical office environment.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Laboratory**  
Hands-on use and application of medical paperwork preparation and billing.
  - **Lecture/Discussion**  
Presentation and discussion on chapter topics including discussion on practical application to the Medical office of today.
- 

## Distance Education

### Delivery Methods

- Online
- 

## Assignments

**Reading Assignments**

Read Chapter 3 on Medical Etiquette Confidentiality.

**Writing Assignments**

Write a two page paper discussing Health Insurance Portability and Accountability Act of 1996

**Other Assignments**

Research and present 5 examples of Intentional Torts

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**Methods of Evaluation**

- Exams
  - Homework
  - Laboratory Assignments
  - Participation
  - Portfolio
  - Quizzes
  - Research Project
  - Skills Demonstrations/Performance Exam
  - Other
    - Case studies
- 

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

1. Lindh, Wilburta; Pooler, Marilyn; Tamparo, Carol; Dahl, Barbara; and Morris, Julie. *Delmar's Administrative Medical Assisting*, 5th ed. Delmar/Cengage Learning, 2014, ISBN: 978-1-133-60299-6  
**Equivalent text is acceptable**

**Software:**

1. *Microsoft Word*. Microsoft, 2016 ed.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** GNBUS 66

**Full Course Title:** Machine Calculation

**Short Title:** Machine Calculation

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

**Effective Term:** Fall 2015

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 1.5

**Total class hours:** 81.0

**Total contact hours in class:** 45.0

**Lecture hours:** 18.0

**Lab hours:** 27.0

**Hours outside of class:** 36.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Business Machine Technology
  - Office Technologies
- 

### Course Description

Skill development in the operation of the electronic display and printing calculators. Functions include: addition, subtraction, multiplication, division, memory, percentages, and interest calculations to solve typical business problems. Speed and accuracy by touch method emphasized.

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### Conditions of Enrollment

#### Advisories

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

### Content

#### Course Lecture Content

1. Fundamental features of the electronic calculator.
2. The Touch Method
  - a. Addition
  - b. Subtraction
  - c. Multiplication

- d. Division
- 3. Skill Development Using Functions
  - a. Memory
  - b. Percent
  - c. Interest
  - d. Constants
  - e. Interest Calculations
  - f. Trade Discounts

### Course Lab/Activity Content

Students are to use machine calculator for timed exercises and exams using machine functions for calculations.

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### Objectives

1. Demonstrate knowledge of arithmetic operations: addition, subtraction, multiplication, and division by accurately completing text exercises.
  2. Develop mastery of accuracy and speed using the touch method of keystroking.
  3. Solve a variety of business problems by using the functions: memory, interest, constant, and percent calculations.
  4. Demonstrate knowledge of the electronic calculator function keys by passing written test after every five lessons.
  5. Demonstrate mastery of touch control by successfully passing three timed-drills with a minimum net score of 70 keystrokes per minute.
  6. Problem solving skills Trouble shooting techniques Critical mathematical solutions **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Use the adding machine to apply mathematical concepts and methods to understand, analyze and communicate issues in quantitative terms for business and personal use.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  2. Demonstrate knowledge of arithmetic operations, addition, subtraction, multiplication and division using machine calculation.
    - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  3. Develop mastery of accuracy and speed using the touch method of keystroking.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

### Methods of Instruction

- **Laboratory**  
Use calculator to practice speed and accuracy drills.
  - **Lecture/Discussion**  
Presentation of application skills needed to properly use the calculator for computation, speed, and accuracy.
  - **Other**  
Timed speed and accuracy drills
-

## Assignments

### Reading Assignments

Read chapter material related to properly using GT button on calculator.

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## Methods of Evaluation

- Exams
  - Laboratory Assignments
  - Participation
  - Problem Solving Exercises
  - Other  
Hands-on exercises and testing
- 

## Course Materials

### Textbooks:

1. Pasework, William R.. *Calculators Printing & Display*, 5 ed. Cengage Learning, 2012, ISBN: 978-0-8400-6535-3  
**Equivalent text is acceptable**
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** ENGL 40A  
**Full Course Title:** Tutoring Writing I  
**Short Title:** Tutoring Writing I  
**TOP Code:** 1501.00 - English Language and Literature, General  
**Effective Term:** Spring 2017

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### 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

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### Minimum Qualifications for Instructors

- English (Masters Required)
- 

### Course Description

A training program in English composition to prepare student tutors to tutor writing skills in a coherent and supportive manner.

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### Conditions of Enrollment

Satisfactory completion of: ENGL 51 or ENGL 56 Concurrent enrollment or satisfactory completion of: ENGL 1A

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### Content

#### Course Lecture Content

1. Writing Center Theory/Pedagogy
  - a. The Idea of a Writing Center--Writing Center Pedagogy
  - b. Introduction to Social-Cultural/Social Constructivist Theories
  - c. Introduction to Collaborative Writing Theory
  - d. Introduction to Language Acquisition
  - e. Introduction to Grammar/Rhetorical Grammar
  - f. Introduction to Minimalist Tutoring
2. Appropriate Tutoring Behavior
  - a. Workplace Professionalism
  - b. Building Rapport with Clients
  - c. Implementing Theoretical Concepts

3. The Session
    - a. Negotiating the Session
    - b. Setting Goals
    - c. Discussion of the Writing
    - d. Forming a Plan of Action
    - e. Encouraging a Return to the Center
  4. The Composing Process
    - a. Invention and Prewriting
    - b. Organizing
    - c. Drafting
    - d. Revising
    - e. Editing
  5. Global and Surface Revision
    - a. Development
    - b. Organization
    - c. Focus and Thesis
    - d. Addressing Topics and Assignments
    - e. Sentence, Paragraph, and Essay Structure
- 

## Objectives

1. Apply theoretical concepts from class readings to student papers. **\*\*Requires Critical Thinking\*\***
  2. Demonstrate workplace professionalism.
  3. Ask questions and make comments designed to help a writer improve a draft. **\*\*Requires Critical Thinking\*\***
  4. Analyze student papers to determine stage of the writing process. **\*\*Requires Critical Thinking\*\***
  5. Identify global and local errors in student writing. **\*\*Requires Critical Thinking\*\***
  6. Ask questions and make comments designed to help a writer apply the writing process and improve a draft. **\*\*Requires Critical Thinking\*\***
  7. Identify errors in basic sentence, paragraph and essay structures. **\*\*Requires Critical Thinking\*\***
  8. Suggest ways for a writer to improve a paper at any stage in the writing process.
- 

## Student Learning Outcomes

1. Upon completion of this course, students will be able to effectively evaluate their strengths and challenges as a WLDC Tutor.
    - **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

## Other Assignments

Assignment Example 1: Use Jeff Brooks' article on Minimalist Tutoring and/or other articles on minimalist tutoring as a framework for your observation. Complete the minimalist tutoring observation (see attached document) form for a group discussion.

Assignment Example 2: Watch the two archived videos of Writing Center tutors working with English language Learners. Complete the ESL observation (see attached document) form for a group discussion. Be prepared to compare your observations to the course readings on tutoring ESL Writers and/or Second Language Acquisition Theory.

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## Methods of Evaluation

- Essay/Paper
- Homework
- Oral Tests/Class Performance
- Participation

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## Course Materials

### Textbooks:

1. Gillespie/Lerner. *THE ALLYN AND BACON GUIDE TO PEER TUTORING*, 2nd ed. -Pearson/Longman, 2003, ISBN: 2900321182837  
**Equivalent text is acceptable**
2. Fitzgerald, lanetta. *The Oxford Guide for Writing Tutors*, 1st ed. Oxford Publishing, 2015, ISBN: 9780199941841  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** ENGL 40B  
**Full Course Title:** Tutoring Writing II  
**Short Title:** Tutoring Writing II  
**TOP Code:** 1501.00 - English Language and Literature, General  
**Effective Term:** Spring 2017

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### 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

- English (Masters Required)
- 

### Course Description

An advanced training program in English composition to prepare students to tutor writing skills in a coherent and supportive manner.

---

### Conditions of Enrollment

Satisfactory completion of: ENGL 40A Concurrent enrollment or satisfactory completion of: ENGL 1A

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### Content

#### Course Lecture Content

1. Review and Further Discussion of
  - a. Writing Center Theory and Pedagogy
  - b. Socio-Cultural and collaborative Learning Theories
  - c. Second Language Acquisition Theories
  - d. Appropriate Tutoring Behavior
  - e. Workplace Professionalism
  - f. Composing Process
  - g. Global and Surface Revision
  - h. Sentence, Paragraph, and Essay Structure
2. Tutor Roles and Connection with Campus Resources
3. Special Issues

- a. Learning Styles
  - b. Reading Strategies
  - c. Learning Disabilities
  - d. Reentry Students
- 

## Objectives

1. Apply new theoretical concepts from class readings to student papers and writing center tutoring sessions. **\*\*Requires Critical Thinking\*\***
  2. Analyze student papers to determine stage of the writing process. **\*\*Requires Critical Thinking\*\***
  3. Ask questions and make comments designed to help a writer improve a draft.
  4. Suggest ways a writer could improve a paper at any stage in the writing process.
  5. Connect students with resources to use outside of tutoring sessions.
  6. Identify global and local errors in student writing and suggest ways to improve these errors. **\*\*Requires Critical Thinking\*\***
  7. Identify errors in basic sentence, paragraph, and essay structures. **\*\*Requires Critical Thinking\*\***
  8. Adjust the role the tutors plays within a session depending on the students' individual needs.
- 

## Student Learning Outcomes

1. Upon completion of this course, students will be able to articulate learning goals and specific, professional learning strategies for improvement of tutoring practices.
    - **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

### Other Assignments

Assignment Example 1: For this assignment read and consider the following texts on tutoring and grammar: Lundsford and Lundsford "Mistakes are a Fact of Life," Hairston's "Not All Errors Are Created Equal," and Miccichie's "Making a Case for Rhetorical Grammar." Imagine that you're writing to a new tutor, synthesize the research on this subject. From these readings, what are the major take-aways? How should new tutors think about grammar given the theory and research presented in these texts?

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## Methods of Evaluation

- Essay/Paper
- Homework
- Oral Tests/Class Performance

- Participation
- 

## Course Materials

### Textbooks:

1. Gillespie/Lerner. *The Allyn and Bacon Guide to Peer Tutoring* , 2nd ed. Pearson/Longam, 2003, ISBN: 2900321182837  
**Equivalent text is acceptable**
  2. Mackiewicz . *Talk about Writing: Tutoring Strategies of Experienced Writing Tutors*, 1st ed. Routledge, 2014, ISBN: 9781138782075  
**Equivalent text is acceptable**
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