

Page	Status	Course
1	Revised	ART 15A - Beginning Printmaking
6	Revised	ART 15B - intermediate Printmaking
9	Revised Deg/Cert	PHOTOGRAPHIC IMAGING - Associate in Science
10	Revised Deg/Cert	PHOTOGRAPHIC IMAGING - Cert of Achievement with 18-29.5 units
11	New	ENGL 10 - Extended Instruction for College Composition and Reading
16	Revised	ENGL 1A - College Composition and Reading
23	New Deg/Cert	ENGL 1E - College Composition and Reading Extended Instruction
29	New	MATH 59 - Foundations of Algebra
33	New	STAT 100 - Algebra Support for Elementary Statistics
36	New	STAT 500 - Algebra Support for Elementary Statistics
39	Revised Deg/Cert	Kinesiology AA-T - Associate in Arts for Transfer
41	Revised Deg/Cert	Option 1: LVN to RN Career Mobility Program - Associate in Science
43	Revised Deg/Cert	OPTION TWO - LVN to RN only (30-Unit Option) - Cert of Achievement with 30-59.5 units
45	New Deg/Cert	Theatre Arts AA-T - Associate in Arts for Transfer in Theatre
47	Revised Deg/Cert	Business Administration - Associate in Science for Transfer
49	Revised	GNBUS 55A - Beginning Keyboarding
52	New Deg/Cert	ESL Certificate of Advancement in Foundations of Literacy - Certificate of Advancement
53	New Deg/Cert	ESL Certificate of Advancement in Interpersonal Communications - Certificate of Advancement
54	New Deg/Cert	ESL Certificate of Advancement in Life Skills - Certificate of Advancement
55	New Deg/Cert	ESL Certificate of Competency in Foundations of Literacy - Certificate of Competency
56	New Deg/Cert	ESL Certificate of Competency in Interpersonal Communication - Certificate of Competency
57	New Deg/Cert	ESL Certificate of Competency in Life Skills - Certificate of Competency

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 15A
Full Course Title: Beginning Printmaking
Short Title: Beg Printmaking
TOP Code: 1002.00 - Art/Art Studies, General
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 162.0
Total contact hours in class: 108.0
Lecture hours: 27.0
Lab hours: 81.0
Hours outside of class: 54.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Art (Masters Required)
-

Course Description

Practice of printmaking, relief, stencil, and intaglio processes. Exploration of visual and expressive potential of the fine art print.

Content

Course Lecture Content

1. Historical overview of printmaking.
2. Materials, methods, and application of techniques for various printmaking processes.
3. Translating ideas and visual experience into images using both formal and informal conceptual approaches.
4. Safe handling, maintenance, and appropriate use of print lab equipment.
5. Group and individual critiques of both in-progress and finished prints utilizing relevant terminology and concepts.
6. Contemporary developments, critical trends, materials, and approaches in printmaking.

Course Lab/Activity Content

1. Development of drawings and designs suitable for printmaking techniques.
2. Preparation of equipment and materials for printmaking techniques.
3. Maintain equipment and supplies.
4. Group and individual critiques on in-progress and finished print works.

Objectives

1. Produce images using at least 3 of the following techniques: woodblock, linoleum block, drypoint on plexiglas, collagraph, silkscreen or water based monoprint.
 2. Produce a completely consistent edition of 10 prints, using one of the above techniques.
 3. Create an edition of 10 prints.
 4. Coherently analyze the works presented in group critiques. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course students will be able to use language effectively to critique prints they produce, using the knowledge and vocabulary of the discipline.
 2. Upon completion of this course the student will be able to translate ideas and visual experience into images, using formal and conceptual approaches.
 3. Upon completion of the course the student will be able to identify contemporary developments and critical trends, materials, and approaches in printmaking
-

Methods of Instruction

- **Laboratory**
 1. Development of drawings and designs suitable for each printmaking technique.
 2. Preparation of equipment and materials for each printmaking technique.
 3. Maintain equipment and supplies.
 4. Group and individual critiques on in-progress and finished print works.
 5. Safety and use of printmaking equipment, and supplies.
 6. Development of drawings and design, suitable for each style of printmaking techniques.
 7. Preparation of inks, and distribution on printmaking plates.
 8. Creation of a series of prints.
- **Lecture/Discussion**
 1. Historical, contemporary, and critical overview of trends in printmaking.
 2. Materials, methods, and application to techniques for various printmaking processes: relief, intaglio, lithography, and screen printing.
 3. Translating ideas and visual experience into images using formal and conceptual approaches.
 4. Safe handling, maintenance, and appropriate use of printmaking lab equipment.
 5. Aesthetic, and creative development of printmaking, using personal modes of expression through printmaking techniques.
- **Studio/Activity**
 1. Safety and use of printmaking equipment, and supplies.
 2. Development of drawings and design, suitable for each style of printmaking techniques.
 3. Preparation of inks, and distribution on printmaking plates.
 4. Creation of a series of prints.
- **Studio/Activity**
- **Studio/Activity**
 1. Safety and use of printmaking equipment, and supplies.
 2. Development of drawings and design, suitable for each style of printmaking techniques.
 3. Preparation of inks, and distribution on printmaking plates.
 4. Creation of a series of prints.
- **Studio/Activity**
 1. Safety and use of printmaking equipment, and supplies.
 2. Development of drawings and design, suitable for each style of printmaking techniques.
 3. Preparation of inks, and distribution on printmaking plates.
 4. Creation of a series of prints.
- **Studio/Activity**
 1. Safety and use of printmaking equipment, and supplies.
 2. Development of drawings and design, suitable for each style of printmaking techniques.
 3. Preparation of inks, and distribution on printmaking plates.
 4. Creation of a series of prints.
- **Studio/Activity**
 1. Safety and use of printmaking equipment, and supplies.
 2. Development of drawings and design, suitable for each style of printmaking techniques.
 3. Preparation of inks, and distribution on printmaking plates.
 4. Creation of a series of prints.

- **Studio/Activity**
1. Safety and use of printmaking equipment, and supplies. 2. Development of drawings and design, suitable for each style of printmaking techniques. 3. Preparation of inks, and distribution on printmaking plates. 4. Creation of a series of prints.
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1. Safety and use of printmaking equipment, and supplies. 2. Development of drawings and design, suitable for each style of printmaking techniques. 3. Preparation of inks, and distribution on printmaking plates. 4. Creation of a series of prints.

Reading Assignments

Other Assignments

Design and preparation of printmaking exercises and assignments.

Methods of Evaluation

- Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Problem Solving Exercises
 - Skills Demonstrations/Performance Exam
 - Other
Critiques
-

Course Materials

Textbooks:

1. Fick, Bill and Grabowski Beth . *Printmaking: A Complete Guide to Material & Processes*, 2nd edition ed. Laurence King Publishing LTD., 2015, ISBN: 978 178067 194 9
Equivalent text is acceptable

Other:

1. Paper, pencils, brushes, rags, inks, plexiglass, mounted linoleum, carving tools, etching needles, etc.
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 15B
Full Course Title: intermediate Printmaking
Short Title: inter Printmaking
TOP Code: 1002.00 - Art/Art Studies, General
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 162.0
Total contact hours in class: 108.0
Lecture hours: 27.0
Lab hours: 81.0
Hours outside of class: 54.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Art (Masters Required)
-

Course Description

Practice of printmaking, relief, stencil, and intaglio processes. Exploration of the visual and expressive potential of the fine print, working at an intermediate skill level.

Conditions of Enrollment

Satisfactory completion of: ART 15A

Content

Course Lecture Content

1. In a combination of lecture and hands-on demonstration, the student will learn the basic mechanics of the following techniques:
 - a. Dry point, using an etching needle on a copperplate.
 - b. Solar plate, using both sunlight and a light box to expose images either on photographic positive transparencies or drawn on a translucent surface (e.g. grained glass or drafter's film).
 - c. Mezzotint, using a mezzotint rocker to texture the surface of a copper plate and a burnisher to create the image.
 - d. Oil based monoprint, using a transparent version of the three primary colors, with three separate plates in careful registration, to create a complex, multi-colored image.
2. The printmaker will learn to consider carefully which technique is most effective for a particular area of subject

matter, and will focus on the quality of the print in terms of both subject and technical skill.

Course Lab/Activity Content

1. Development of drawings and designs suitable for each print technique.
 2. Preparation of equipment and materials for each print technique.
 3. Maintain equipment and supplies.
 4. Group and individual critiques on in-progress and finished print works.
-

Objectives

1. Produce original prints using at least one new technique from the following: drypoint on copper, solar plate or other techniques which use light as a form of exposing an image, mezzotint, or oil based monoprint.
 2. Produce a class portfolio, to be shared with the professor and with all classmates, using a different technique than the one used in Art 15A.
 3. Coherently analyze the works presented in group critiques. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will be able to create a portfolio of work demonstrating formal, conceptual, and material development in a broad range of printmaking techniques.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Upon completion of this course, the student will be able to use language effectively to critique works, produced using correct terminology in oral and written formats.
 3. Upon completion of the course the student will be able to examine and describe contemporary developments, trends, materials, and approaches in Printmaking.
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Methods of Instruction

- Laboratory
 - Lecture/Discussion
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

- Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Problem Solving Exercises
 - Skills Demonstrations/Performance Exam
 - Other
Critiques
-

Course Materials

Textbooks:

1. Fick, Bill and Grabwoski, Beth. *Printmaking: A Complete Guide to Material & Processes*, 2nd edition ed. Laurence King Publishing, 2015, ISBN: 978 178067 1949

Equivalent text is acceptable

Other:

1. Paper, pencils, brushes, rags, inks, mounted linoleum, carving tools, etching needles, etc. Various references available to students in class and for check-out (i.e., The Print Makers Bible).

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PHOTOGRAPHIC IMAGING

ASSOCIATE IN SCIENCE

Description

The Photography program is designed to provide students with a creative and technical foundation. Each course offered helps cultivate and grow students' artistic vision along with providing practical commercial application. At the completion of this degree students will have gained experience in studio lighting, darkroom and digital processes, fine art, and commercial and documentary style photography. Students who complete a degree in Photographic Imaging will be prepared to pursue their goals in the photographic fine art and commercial worlds.

Program Learning Outcomes

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

1. effectively communicate using visual and technical language related to photography.
 2. demonstrate how to use photography equipment and software.
 3. describe photography's place in Art History and the Contemporary Art world.
 4. promote their work in both commercial and fine arts settings.
-

Program Requirements:

Required Courses

Course Block Units: (15 Required)

ART31	Basic Photography	3
ART36A	Digital Photography	3
ART36B	Intermediate Digital Photography	3
ART35	Creative Photo Documentary	3
ART33	Advanced Photography	3

Select at least 6 units from the following:

Course Block Units: (6 Required)

ART32A	Intermediate Black and White Photography A	3
ART32B	Intermediate Black and White Photography B	3
ART32C	Advanced Black and White Photography	3
ART36C	Advanced Digital Photography	3

Additional Recommended Courses

Course Block Units: (0 Required)

ART5	Art Appreciation	3
ART6A	Beginning Basic Design	3
ART38	Field Workshop-Black and White	1 - 3
ART39	Field Workshops-Digital	1 - 3

Total: 21

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PHOTOGRAPHIC IMAGING

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

Description

The Photography program is designed to provide students with a creative and technical foundation. Each course offered helps cultivate and grow students artistic vision along with providing practical commercial application. At the completion of this degree students will have gained experience in studio lighting, darkroom and digital processes, and fine art, commercial and documentary style photography. Students who complete a degree in Photographic Imaging will be prepared to pursue their goals in the photographic fine art and commercial worlds.

Program Learning Outcomes

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

1. effectively communicate using visual and technical language related to photography
 2. demonstrate how to use photography equipment and software.
 3. describe photography's place in Art History and the Contemporary Art world
 4. promote their work in both commercial and fine arts settings.
-

Program Requirements:

Required Courses

Course Block Units: (12 Required)

ART31	Basic Photography	3
ART36A	Digital Photography	3
ART33	Advanced Photography	3
ART35	Creative Photo Documentary	3

Plus 6 additional units from the following courses:

Course Block Units: (6 Required)

ART36B	Intermediate Digital Photography	3
ART36C	Advanced Digital Photography	3
ART32A	Intermediate Black and White Photography A	3
ART32B	Intermediate Black and White Photography B	3
ART32C	Advanced Black and White Photography	3

Additional Recommended Courses:

Course Block Units: (0 Required)

ART38	Field Workshop-Black and White	1 - 3
ART39	Field Workshops-Digital	1 - 3
ART6A	Beginning Basic Design	3

Total: 18

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 10

Full Course Title: Extended Instruction for College Composition and Reading

Short Title: Ex Ins College Comp

TOP Code: -

Effective Term:

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: Pass/No Pass Only

Minimum Qualifications for Instructors

- English (Masters Required)
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Course Description

This course incorporates and contextualizes reading, writing, and research strategies aligned with English 1A coursework. Coursework and class activities will be aligned to student need.

Conditions of Enrollment

Concurrent enrollment or satisfactory completion of: ENGL 1A Or by placement

Content

Course Lecture Content

Based on ongoing instructor assessment of student needs, students will work on some of the following:

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

2. Academic Reading Strategies

- a. Pre-reading strategies, such as building background knowledge (schema), previewing, and predicting
- b. Active reading strategies, such as questioning, summarizing, paraphrasing, annotating, and small group reading activities
- c. Post-reading strategies, such as conversing about the text, drawing inferences, analyzing the author's rhetorical choices, evaluating content and arguments, and synthesizing with other texts

3. Academic Writing Strategies

- a. Recursivity of writing processes
 - i. Methods for generating ideas
 - ii. Strategies for drafting
 - iii. Techniques for revising
 - iv. Editing for unity, style, concision, clarity, and coherence
 - v. Proofreading for sentence and word-level writing conventions
 - vi. Synthesizing sources to develop and support a thesis and/or acknowledge opposing arguments
- b. Metacognitive monitoring of the writing process
 - i. Identifying audience, purpose, and genre
 - ii. Reflecting on rhetorical choices and how they affect communication
 1. Establishing tone
 2. Organizing ideas
 3. Defining key terms
- c. Composing academic essays (primarily expository and argumentative) that reflect integration of the following:
 - i. Argument
 1. Developing a thesis (controlling idea)
 2. Introducing counterarguments and refutation
 - ii. Analysis
 - iii. Synthesis
 - iv. Summary
 - v. Paraphrase
 - vi. Description or illustration
 - vii. Cause and effect
- d. Following style conventions appropriate to genre and discipline
 - i. Incorporating quoted material
 - ii. Incorporating ideas from outside sources
 - iii. Formatting and presentation
 - iv. Citing sources
- e. Conducting academic research
 - i. Using academic resources

- ii. Understanding and evaluating sources
 - iii. Documenting sources
 - iv. Avoiding plagiarism
-

Objectives

1. Identify, select, and employ flexible reading, writing, and composing strategies according to individual student need. ****Requires Critical Thinking****
 2. Understand and employ positive mindsets to support learning,
-

Student Learning Outcomes

1. Upon completion of this course, students will employ academic mindsets to successfully complete English 1A.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Workshops/Peer evaluation Student-instructor conferences.
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Assignments

Reading Assignments

Key Terms Reading Assignment

Read Chapter 8 from *Whistling Vivaldi* (pgs. 134-151) and identify 5 Key Terms. For each Key Term,

- **Quote** at least one use of the term from the chapter (use a signal phrase and include a parenthetical citation)
- **Define** the Key Term in **your own words**
- Create an **example** that correctly uses the Key Term

For example, if your term is Critical Mass, you might write:

- *Quote*: "Critical Mass is having a certain number of minorities in a setting so that an individual no longer feels threatened" (135).
- *My Definition*: The line that makes us feel comfortable about our individual characteristics - we don't feel so alone.
- *Example*: In order for a person wearing glasses in a classroom to feel less like they are not an outsider there would have to be at least 5 other students other than that individual who would have to have glasses.

Other Assignments

Name _____ Total units you are taking _____

Total Study Hours Needed per Week _____

School/Study/Work/Meeting Schedule—Plan your study time!

For each unit you are taking, you need at least 2 hours of study time. Mark each study hour with the words “Study” and highlight study hours. Also write in regular weekly activities including class time, work schedule, and any other regular activities. Please use a highlighter to mark the study time.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							
12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

Methods of Evaluation

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

Course Materials

Textbooks:

1. Kennedy, Kennedy, and Muth. *The Bedford Guide for College Writers with Reader*, 11th ed. Bedford/St. Martin's, 2016, ISBN: 978-1319039592
Equivalent text is acceptable
2. Axelrod, Cooper, and Warriner. *Reading Critically, Writing Well: A Reader and Guide*, 11th ed. Bedford/St. Martin's, 2016, ISBN: 978-1319032753
Equivalent text is acceptable

Other:

1. Supplemental readings, handouts, internet research as determined by instructor.
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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

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

Minimum Qualifications for Instructors

- English (Masters Required)
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Course Description

An introductory course offering instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Focus on the recursivity of writing processes and integrating reading, writing, and speaking skills.

Conditions of Enrollment

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

Content

Course Lecture Content

Students will use critical reading and thinking strategies to write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college-level research. Minimum 6,000 words of formal writing.

Focus will be on the following:

1. Academic Reading Strategies
 - a. Pre-reading strategies, such as building background knowledge (schema), previewing,

and predicting

- b. Active-reading strategies, such as questioning, summarizing, paraphrasing, and annotating, and small group reading activities
- c. Post-reading strategies, such as conversing about the text, drawing inferences, analyzing the author's rhetorical choices, evaluating content and arguments, and synthesizing with other texts

2. Academic Writing Strategies

- a. Recursivity of writing processes
 - i. Methods for generating ideas
 - ii. Strategies for drafting
 - iii. Techniques for revising
 - iv. Editing for unity, style, concision, clarity, and coherence
 - v. Proofreading for sentence and word-level writing conventions
 - vi. Synthesizing sources to develop and support a thesis and/or acknowledge opposing arguments
- b. Metacognitive Monitoring of the Writing Process
 - i. Identifying audience, purpose, and genre
 - ii. Reflecting on rhetorical choices and how they affect communication
 - 1. Establishing tone
 - 2. Organizing ideas
 - 3. Defining key terms
- c. Composing academic essays (primarily expository and argumentative) that reflect integration of the following:
 - i. Argument
 - 1. Developing a thesis (controlling idea)
 - 2. Introducing counterarguments and refutation
 - ii. Analysis
 - iii. Synthesis
 - iv. Summary
 - v. Paraphrase
 - vi. Description or illustration
 - vii. Cause and effect
- d. Following style conventions appropriate to genre and discipline

- i. Incorporating quoted material
 - ii. Incorporating ideas from outside sources
 - iii. Formatting and presentation
 - iv. Citing sources
- e. Conducting academic research
 - i. Using academic resources
 - ii. Understanding and evaluating sources
 - iii. Documenting sources
 - iv. Avoiding plagiarism

Objectives

1. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. ****Requires Critical Thinking****
2. Develop varied and flexible strategies for generating, drafting, and revising essays. ****Requires Critical Thinking****
3. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. ****Requires Critical Thinking****
4. Analyze stylistic choices in students' own writing and the writing of others. ****Requires Critical Thinking****
5. Produce in-class writing exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
6. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism. ****Requires Critical Thinking****
7. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format. ****Requires Critical Thinking****
8. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.

Student Learning Outcomes

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

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students will synthesize evidence from outside sources to support claims effectively.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 4. Upon completion of this course, students will attribute and document sources correctly.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
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Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Workshops/Peer evaluation Student-instructor conferences
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Reading Assignment

1. Please read *Whistling Vivaldi*, Chapter 2 "Link Between Identity and Performance" (pgs. 16-43). And answer Questions for Whistling Vivaldi: Chpt. 2 (listed below).
2. Please read the first three chapters of *Small Great Things* (pgs. 3 - 41). Make a list of character traits that stand out to you as you read about Ruth and Turk in these early chapters. Provide evidence of these character traits by giving specific examples from the chapters (paraphrase and note page numbers). Then, compare these character traits to your notes on the social identities of nurses and fathers, as discussed in class. In what ways do Turk and Ruth's characters align with the expectations for their social identities as a father and a nurse? In what ways do they contrast or contradict?

Questions for Whistling Vivaldi: Chpt. 2

1. What other theories are offered for "underperformance" by particular groups?
2. Why was Steele convinced that something other than academic skills was responsible for the under-performance (based on GPA) of African American students at the University of Michigan, and of other groups more generally?
3. What example would you use to explain the difference between "observer's perspective" and "actor's perspective"?
4. How might observer vs actor perspective impact research?
5. Why might having a diverse group of friends be valuable in relation to our ability to perform in different environments?
6. Based on his description of the experiment to differentiate between identity threat and genetic factors as the reason for women's underperformance in math, do you buy that the experiment was well-designed? That is, do the results show what Steele claims they do, in your opinion? If not, what else might be in play?

Writing Assignments

Name _____

English 1A In-Class Essay

Instructions:

1. Fill in your name.
2. Carefully read the attached essay and the following assignment.
3. Do some brainstorming and outline your essay to organize your ideas.
4. Using a pen, write your essay legibly on standard writing paper, skip every other line, and write only on one side of the paper.
5. Carefully edit your essay before turning it in; you may line out words and replace them using the line unused above, and you may add additional information at this point using the back of your page. Number your pages in the upper right-hand corner.
6. Staple this form with the article attached to your completed essay and discard any prewriting material.
7. You have 1 hour, 50 minutes to complete the exam.

Assignment: Carefully read the attached essay and respond to the topic below.

Write an essay in which you explain Lang Waters' argument in "Is Depolarization Possible?" If you find the author's argument convincing, explain why; if not, explain the flaws in his argument and offer your alternative view. In either case, support your position with relevant evidence from your own reasoning, observations, experiences, and/or reading.

Other Assignments

"The spirit of resistance to government is so valuable on certain occasions that I wish it to be always

kept alive. It will often be exercised when wrong, but better so than not to be exercised at all.”

Thomas Jefferson

ESSAY ASSIGNMENT THREE

Civil Disobedience

In a 5 to 6-page essay (the works cited page will be page 6 or 7), argue whether or not civil disobedience should be used as a method to bring about political change in America. Cite at least three of the following sources: Thomas Jefferson’s “Declaration of Independence,” Henry David Thoreau’s “Civil Disobedience,” Martin Luther King Jr.’s “Letter from Birmingham Jail,” Lewis Van Dusen’s “Civil Disobedience: Destroyer of Democracy,” and excerpts from Michael Walzer’s *Obligations*. Also cite at least three sources from your own research within the Yuba College library or its online databases. Include specific examples and/or observations to illustrate your points.

Suggestions:

Do not refer to the government as they. Remember to use quotes in such a way as to provide context for your reader. You are writing this essay for one who is unfamiliar with the texts that you will be citing. Do not organize your essay by source, but weave in citations as you make your points in emphatic order. Make concessions or qualifying statements as you feel appropriate. Begin by defining “civil disobedience” and refuting claims from the opposing view.

This assignment requires at least six sources total, at least three of which must come from your own research. Your works cited page must include all works cited in your essay. Do not list any source that you do not actually cite.

Draft Review Conference:

You may sign up to meet with me, bringing with you a typed, double-spaced draft of your essay. We will meet for approximately 15 minutes to review your work in progress.

Final Draft:

Essays must be TYPED and double-spaced with one-inch margins on all sides. Please do NOT justify the right margin on your computer. Please do NOT include a cover page, but place your name, the course title, and the date at the top of the first page. All essays must have titles and numbered pages. I will NOT accept an essay unless it has been stapled together at the top left-hand corner. Use nothing larger than a 12-pt. font size in Times New Roman or a similar font. MLA Format is required. You must include a Works Cited Page.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Kennedy, Kennedy, and Muth. *The Bedford Guide for College Writers with Reader*, 11th ed. Bedford/St. Martin's, 2016, ISBN: 978-1319039592
Equivalent text is acceptable
2. Axelrod, Cooper, and Warriner. *Reading Critically, Writing Well: A Reader and Guide*, 11th ed. Bedford/St. Martin's, 2016, ISBN: 978-1319032753
Equivalent text is acceptable

Other:

1. Supplemental reading material as determined by instructor.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 1E
Full Course Title: College Composition and Reading Extended Instruction
Short Title: College Comp Extend
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 270.0
Total contact hours in class: 90.0
Lecture hours: 90.0
Hours outside of class: 180.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

An introductory course offering instruction in expository and argumentative writing, appropriate and effective use of language, close reading, cogent thinking, research strategies, information literacy, and documentation. Focus on the recursivity of writing processes and integrating reading, writing, and speaking skills. Emphasis on developing academic mindsets and student skills.

Conditions of Enrollment

Satisfactory completion of: ENGL 51 or ENGL 56 Or by placement

Content

Course Lecture Content

Students will use critical reading and thinking strategies to write primarily expository and argumentative texts that respond to a variety of rhetorical situations and contexts and incorporate college-level research. Minimum 6,000 words of formal writing.

Focus will be on the following:

1. Academic Mindsets for College Success
 - a. Habits of mind for problem solving and college success
 - b. Metacognitive learning strategies

- c. Self-efficacy and personal academic identity and their effect on learning and literacy
 - d. Time management (prioritization) and its role in college success
- 2. Academic Reading Strategies
 - a. Pre-reading strategies, such as building background knowledge (schema), previewing, and predicting
 - b. Active-reading strategies, such as questioning, summarizing, paraphrasing, and annotating, and small group reading activities
 - c. Post-reading strategies, such as conversing about the text, drawing inferences, analyzing the author's rhetorical choices, evaluating content and arguments, and synthesizing with other texts
- 3. Academic Writing Strategies
 - a. Recursivity of writing processes
 - i. Methods for generating ideas
 - ii. Strategies for drafting
 - iii. Techniques for revising
 - iv. Editing for unity, style, concision, clarity, and coherence
 - v. Proofreading for sentence and word-level writing conventions
 - vi. Synthesizing sources to develop and support a thesis and/or acknowledge opposing arguments
 - b. Metacognitive monitoring of the writing process
 - i. Identifying audience, purpose, and genre
 - ii. Reflecting on rhetorical choices and how they affect communication
 - A. Establishing tone
 - B. Organizing ideas
 - C. Defining key terms
 - c. Composing academic essays (primarily expository and argumentative) that reflect integration of the following:
 - i. Argument
 - A. Developing a thesis (controlling idea)
 - B. Introducing counterarguments and refutation
 - ii. Analysis
 - iii. Synthesis
 - iv. Summary
 - v. Paraphrase
 - vi. Description or illustration
 - vii. Cause and effect
 - d. Following style conventions appropriate to genre and discipline
 - i. Incorporating quoted material
 - ii. Incorporating ideas from outside sources
 - iii. Formatting and presentation
 - iv. Citing sources
 - e. Conducting academic research
 - i. Using academic resources
 - ii. Understanding and evaluating sources
 - iii. Documenting sources
 - iv. Avoiding plagiarism

Objectives

1. Identify, select, and employ flexible reading, writing, and composing strategies according to individual student need. ****Requires Critical Thinking****

2. Understand and employ positive mindsets to support learning.
 3. Apply a variety of rhetorical strategies in writing unified, well-organized essays with arguable theses and persuasive support. ****Requires Critical Thinking****
 4. Develop varied and flexible strategies for generating, drafting, and revising essays. ****Requires Critical Thinking****
 5. Read, analyze, and evaluate a variety of primarily non-fiction texts for content, context, and rhetorical merit with consideration of tone, audience, and purpose. ****Requires Critical Thinking****
 6. Analyze stylistic choices in students' own writing and the writing of others. ****Requires Critical Thinking****
 7. Produce in-class writing exhibiting acceptable college-level control of mechanics, organization, development, and coherence.
 8. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism. ****Requires Critical Thinking****
 9. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using appropriate documentation format. ****Requires Critical Thinking****
 10. Proofread and edit essays for presentation so they exhibit no disruptive errors in English grammar, usage, or punctuation.
-

Student Learning Outcomes

1. Upon completion of this course, students will use reading strategies to understand argumentative texts that contain both literal and implied meanings.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 2. Upon completion of this course, students will compose a clearly-written, well-organized, purpose-driven analysis.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Upon completion of this course, students will synthesize evidence from outside sources to support claims effectively.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 4. Upon completion of this course, students will attribute and document sources correctly.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 5. Upon completion of this course, students will successfully employ academic mindsets.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Lecture/Discussion**
 - **Other**
Workshops/Peer evaluation Student-instructor conferences
-

Assignments

Reading Assignments

Reading Assignment

1. Please read *Whistling Vivaldi*, Chapter 2 "Link Between Identity and Performance" (pgs. 16-43). And answer Questions for Whistling Vivaldi: Chpt. 2 (listed below).
2. Please read the first three chapters of *Small Great Things* (pgs. 3 - 41). Make a list of character traits that stand out to you as you read about Ruth and Turk in these early chapters. Provide evidence of these character traits by giving specific examples from the chapters (paraphrase and note page numbers). Then, compare these character traits to your notes on the social identities of nurses and fathers, as discussed in class. In what ways do Turk and Ruth's characters align with the expectations for their social identities as a father and a nurse? In what ways do they contrast or contradict?

Questions for Whistling Vivaldi: Chpt. 2

1. What other theories are offered for "underperformance" by particular groups?
2. Why was Steele convinced that something other than academic skills was responsible for the under-performance (based on GPA) of African American students at the University of Michigan, and of other groups more generally?
3. What example would you use to explain the difference between "observer's perspective" and "actor's perspective"?
4. How might observer vs actor perspective impact research?
5. Why might having a diverse group of friends be valuable in relation to our ability to perform in different environments?
6. Based on his description of the experiment to differentiate between identity threat and genetic factors as the reason for women's underperformance in math, do you buy that the experiment was well-designed? That is, do the results show what Steele claims they do, in your opinion? If not, what else might be in play?

Writing Assignments

Name _____

English 1A In-Class Essay

Instructions:

1. Fill in your name.
2. Carefully read the attached essay and the following assignment.
3. Do some brainstorming and outline your essay to organize your ideas.
4. Using a pen, write your essay legibly on standard writing paper, skip every other line, and write only on one side of the paper.
5. Carefully edit your essay before turning it in; you may line out words and replace them using the line unused above, and you may add additional information at this point using the back of your page. Number your pages in the upper right-hand corner.
6. Staple this form with the article attached to your completed essay and discard any prewriting material.
7. You have 1 hour, 50 minutes to complete the exam.

Assignment: Carefully read the attached essay and respond to the topic below.

Write an essay in which you explain Lang Waters' argument in "Is Depolarization Possible?" If you find the author's argument convincing, explain why; if not, explain the flaws in his argument and offer your alternative view. In either case, support your position with relevant evidence from your own reasoning, observations, experiences, and/or reading.

Other Assignments

Name _____ Total units you are taking _____

Total Study Hours Needed per Week _____

School/Study/Work/Meeting Schedule—Plan your study time!

For each unit you are taking, you need at least 2 hours of study time. Mark each study hour with the words "Study" and highlight study hours. Also write in regular weekly activities including class time, work schedule, and any other regular activities. Please use a highlighter to mark the study time.

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
6-7							
7-8							
8-9							
9-10							
10-11							
11-12							

12-1							
1-2							
2-3							
3-4							
4-5							
5-6							
6-7							
7-8							
8-9							
9-10							
10-11							

Methods of Evaluation

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

Course Materials

Textbooks:

1. Kennedy, Kennedy, and Muth. *The Bedford Guide for College Writers with Reader*, 11th ed. Bedford/St. Martin's, 2016, ISBN: 978-1319039592
Equivalent text is acceptable
2. Axelrod, Cooper, and Warriner. *Reading Critically, Writing Well: A Reader and Guide*, 11th ed. Bedford/St. Martin's, 2016, ISBN: 978-1319032753
Equivalent text is acceptable

Other:

1. Supplemental reading material as determined by instructor.
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MATH 59
Full Course Title: Foundations of Algebra
Short Title: Algebra Foundations
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 4.0
Total class hours: 216.0
Total contact hours in class: 90.0
Lecture hours: 63.0
Lab hours: 27.0
Hours outside of class: 126.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Mathematics (Masters Required)
-

Course Description

This course consists of elements of beginning and intermediate algebra necessary for long-term engagement in math-intensive fields. Topics include polynomial, rational, radical, exponential, and logarithmic—expressions, equations, functions, graphs, modeling and applications; polynomial, rational, and radical inequalities; systems of equations; algebra of functions; and complex numbers.

Content

Course Lecture Content

The following topics should be covered with a focus on skills development for trigonometry, college algebra, and calculus and an emphasis on modeling and applications:

1. Algebraic Expressions - Simplify and Evaluate
2. Polynomials
 - a. Rigorous study of factoring, including substitution
 - b. Solve equations by factoring
 - c. Quadratic Formula
 - d. Graphing
3. Rational Expressions and Equations
 - a. Solve equations
 - b. Introduction to graphing
4. Inequalities
 - a. Solving and graphing solutions to linear and absolute value inequalities

- b. Introduction to nonlinear inequalities
- 5. Radical Expressions and Equations
 - a. Rational exponents
 - b. Introduction to complex numbers
- 6. Exponential and Logarithmic Equations
 - a. Conversion between basic logarithmic and exponential equations
 - b. Properties of logarithms
 - c. Solving exponential and logarithmic equations
- 7. Functions - Polynomial, Rational, Radical, Exponential, Logarithmic
 - a. Function notation
 - b. Algebra of functions and function composition
 - c. Domain and Range
 - d. Graphing
 - e. Inverse functions
- 8. Conic Sections - Parabola and Circle
- 9. Systems of Equations

Optional Topics:

- 1. Sequences and Series - Summation notation
- 2. Matrices
- 3. Conic Sections - Ellipse and Hyperbola
- 4. Binomial Theorem

Course Lab/Activity Content

The following topics should be covered with a focus on skills development for trigonometry, college algebra, and calculus and an emphasis on modeling and applications:

- 1. Algebraic Expressions - Simplify and Evaluate
- 2. Polynomials
 - a. Rigorous study of factoring, including substitution
 - b. Solve equations by factoring
 - c. Quadratic Formula
 - d. Graphing
- 3. Rational Expressions and Equations
 - a. Solve equations
 - b. Introduction to graphing
- 4. Inequalities
 - a. Solving and graphing solutions to linear and absolute value inequalities
 - b. Introduction to nonlinear inequalities
- 5. Radical Expressions and Equations
 - a. Rational exponents
 - b. Introduction to complex numbers
- 6. Exponential and Logarithmic Equations
 - a. Conversion between basic logarithmic and exponential equations
 - b. Properties of logarithms
 - c. Solving exponential and logarithmic equations
- 7. Functions - Polynomial, Rational, Radical, Exponential, Logarithmic
 - a. Function notation
 - b. Algebra of functions and function composition
 - c. Domain and Range
 - d. Graphing
 - e. Inverse functions
- 8. Conic Sections - Parabola and Circle
- 9. Systems of Equations

Optional Topics:

- 1. Sequences and Series - Summation notation
- 2. Matrices

3. Conic Sections - Ellipse and Hyperbola
 4. Binomial Theorem
-

Objectives

1. Factor polynomials using common monomial, grouping, general trinomial, and special forms.
 2. Apply basic operations on functions.
 3. Solve linear, quadratic, and rational equations and inequalities. ****Requires Critical Thinking****
 4. Simplify and manipulate complex numbers and solve equations with complex roots. ****Requires Critical Thinking****
 5. Solve exponential and logarithmic equations, and applications using these functions. ****Requires Critical Thinking****
 6. Solve linear and nonlinear systems of equations using substitution and elimination. ****Requires Critical Thinking****
 7. Graph linear and nonlinear functions, parabolas, and circles.
 8. Find inverse functions.
-

Student Learning Outcomes

1. Upon completion of this course, students will be able to factor polynomials
 - **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 select appropriate technique for solving polynomial, rational, absolute value, radical, exponential, and logarithmic equations
 - **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 solve systems of linear equations
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
4. Upon completion of this course, students will be able to solve absolute value inequalities
 - **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.
5. Upon completion of this course, students will be able to graph functions
 - **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.
6. Upon completion of this course, students will be able to use mathematical modeling to solve application problems
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

and issues in making decisions.

Methods of Instruction

- **Laboratory**
Active learning activities and group work.
 - **Lecture/Discussion**
Interactive lecture, in-class exercises, group work, etc.
-

Assignments

Methods of Evaluation

- Exams
 - Homework
 - Laboratory Assignments
 - Participation
 - Problem Solving Exercises
 - Quizzes
-

Course Materials

Textbooks:

1. Martin-Gay, Elayn. *Beginning and Intermediate Algebra*, 6th ed. Pearson, 2016, ISBN: 978-0134193090
Equivalent text is acceptable
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: STAT 100
Full Course Title: Algebra Support for Elementary Statistics
Short Title: Statistics Support
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Not Degree Applicable
Units: 2.0
Total class hours: 108.0
Total contact hours in class: 36.0
Lecture hours: 36.0
Hours outside of class: 72.0
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- Mathematics (Masters Required)
-

Course Description

A review of prerequisite skills, competencies, and concepts needed in statistics. Intended for students who are concurrently enrolled in STAT 1 Introduction to Statistical Methods, at Yuba College. Topics include concepts from elementary and intermediate algebra that are needed to understand the basics of college-level statistics. Concepts are taught in the context of statistical analysis.

Conditions of Enrollment

Concurrent enrollment or satisfactory completion of: STAT 1

Content

Course Lecture Content

In the context of STAT 1:

1. Arithmetic review
 - a. Order of operations
 - b. Fractions, proportions and percents
 - c. Absolute value of real numbers
 - d. Area of common geometric figures
2. Solving equations
 - a. Linear equations
 - b. Equations that contain rational or radical expressions

3. Introduction to the Cartesian coordinate system
 - a. Lines
 - b. Graphing
 - c. Intercepts
 - d. Slope
 - e. Equations
 4. Solving linear inequalities for real numbers and integers including compound inequalities
 5. Introduction to scientific notation
 6. Sigma notation
 7. Mathematical modeling
 - a. Reading comprehension for application problems
 - b. Choosing appropriate models to solve application problems
 8. Introduction to technology
 9. Effective learning skills
-

Objectives

1. Represent a real number as a fraction, mixed number, or decimal number, and be able to translate between the three representations.
 2. Solve proportion and percent problems. ****Requires Critical Thinking****
 3. Solve application problems involving the area of common geometric figures. ****Requires Critical Thinking****
 4. Solve equations in one variable, including equations that contain rational or radical expressions as found in derivations of statistical formulas. ****Requires Critical Thinking****
 5. Graph linear equations in the Cartesian plane.
 6. Identify the slope of a linear equation and interpret the slope as a rate of change. ****Requires Critical Thinking****
 7. Solve linear inequalities for real numbers and integers. ****Requires Critical Thinking****
 8. Translate between standard notation and scientific notation.
 9. Evaluate sums expressed in sigma notation.
 10. Solve application problems. ****Requires Critical Thinking****
 11. Consistently apply effective learning strategies for success in college.
-

Student Learning Outcomes

1. Upon completion of this course, the student will be able to apply numerical and algebraic reasoning to support statistical analysis.
 - **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, the student will be able to construct, use, and interpret linear models to represent relationships in quantitative data.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

and issues in making decisions.

Methods of Instruction

- **Lecture/Discussion**

Lecture and activities to give just-in-time remediation in support of the statistics concepts being studied in the parent course.

Assignments

Methods of Evaluation

- Exams
 - Homework
 - Participation
 - Problem Solving Exercises
 - Quizzes
-

Course Materials

Textbooks:

1. Martin-Gay. *Beginning & Intermediate Algebra*, 6th ed. Pearson, 2017, ISBN: 978-0-13-419617-6
Equivalent text is acceptable
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: STAT 500
Full Course Title: Algebra Support for Elementary Statistics
Short Title: Statistics Support
TOP Code: -
Effective Term:

Course Standards

Course Type: Noncredit
Total contact hours in class: 36.0
Lecture hours: 36.0

Minimum Qualifications for Instructors

- Mathematics (Masters Required)
-

Course Description

A review of prerequisite skills, competencies, and concepts needed in statistics. Intended for students who are concurrently enrolled in STAT 1 Introduction to Statistical Methods, at Yuba College. Topics include concepts from elementary and intermediate algebra that are needed to understand the basics of college-level statistics. Concepts are taught in the context of statistical analysis.

Conditions of Enrollment

Concurrent enrollment or satisfactory completion of: STAT 1

Content

Course Lecture Content

In the context of STAT 1:

1. Arithmetic Review
 - a. Order of operations
 - b. Fractions, proportions and percents
 - c. Absolute value of real numbers
 - d. Area of common geometric figures
2. Solving equations
 - a. Linear equations
 - b. Equations that contain rational or radical expressions
3. Introduction to the Cartesian coordinate system
 - a. Lines
 - b. Graphing
 - c. Intercepts
 - d. Slope

- e. Equations
 - 4. Solving linear inequalities for real numbers and integers including compound inequalities
 - 5. Introduction to scientific notation
 - 6. Sigma Notation
 - 7. Mathematical modeling
 - a. Reading comprehension for application problems
 - b. Choosing appropriate models to solve application problems
 - 8. Introduction to technology
 - 9. Effective Learning Skills
-

Objectives

1. Represent a real number as a fraction, mixed number, or decimal number, and be able to translate between the three representations.
 2. Solve proportion and percent problems. ****Requires Critical Thinking****
 3. Solve application problems involving the area of common geometric figures. ****Requires Critical Thinking****
 4. Solve equations in one variable, including equations that contain rational or radical expressions as found in derivations of statistical formulas. ****Requires Critical Thinking****
 5. Graph linear equations in the Cartesian plane.
 6. Identify the slope of a linear equation and interpret the slope as a rate of change. ****Requires Critical Thinking****
 7. Solve linear inequalities for real numbers and integers. ****Requires Critical Thinking****
 8. Translate between standard notation and scientific notation.
 9. Evaluate sums expressed in sigma notation.
 10. Solve application problems. ****Requires Critical Thinking****
 11. Consistently apply effective learning strategies for success in college.
-

Student Learning Outcomes

1. Upon completion of this course, the student will be able to apply numerical and algebraic reasoning to support statistical analysis.
 - **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, the student will be able to construct, use, and interpret linear models to represent relationships in quantitative data.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Lecture/Discussion**

Lecture and activities to give just-in-time remediation in support of the statistics concepts being studied in the parent course.

Assignments

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Participation**
 - **Problem Solving Exercises**
 - **Quizzes**
-

Course Materials

Textbooks:

1. Martin-Gay. *Beginning & Intermediate Algebra*, 6th ed. Pearson, 2017, ISBN: 978-0-13-419617-6
Equivalent text is acceptable
-

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KINESIOLOGY AA-T

ASSOCIATE IN ARTS FOR TRANSFER

Description

The Associate in Arts in Kinesiology for Transfer degree is designed to prepare students with the opportunity to complete their freshman/sophomore level classes required for a Bachelor's degree in Kinesiology within the California State University System (CSU). Upon completion of the Associate in Arts in Kinesiology degree, students will be prepared for transfer to a CSU for studies in Physical Therapy, Kinesiology, Pre-Medicine, and Exercise Science programs.

Associate in Arts in Kinesiology for Transfer requirements (as stated in SB1440 law) requires students to also complete the following:

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

Program Learning Outcomes

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

1. Examine and evaluate physical activities and their relationship to wellness and fitness.
2. Demonstrate proficiency of skills needed in activities commonly included in human movement programs.
3. Analyze theoretical approaches and major concepts of health and nutrition
4. Demonstrate knowledge and apply the fundamental rules and regulations of a variety of sports.

Program Requirements:

REQUIRED CORE COURSES: (11 units)

Course Block Units: (11 Required)

BIOL4	Human Anatomy	4
BIOL5	Human Physiology	4
KINES20	Introduction to Kinesiology	3

SELECT TWO COURSES (minimum of 6 units) FROM THE FOLLOWING COURSES:

Course Block Units: (6 - 9 Required)

CHEM1A or	General Chemistry	5
CHEM2A	Introductory Chemistry	5
HLTH3	First Aid and CPR for Kinesiology Majors	3
PHYS2A and	General Physics	3
PHYS3A	General Physics Laboratory	1
STAT1	Introduction To Statistical Methods	4
BIOL15	Bioscience	4
BIOL10L	General Biology	4
BIOL24L	Human Biology with Laboratory	4

**SELECT ONE COURSE FROM THREE OF THE FOUR FOLLOWING
MOVEMENT-BASED AREAS. (minimum 4.5 units)**

Course Block Units: (4.5 Required)

**Area 1: Movement based courses: Choose one course from the
following team sport courses.**

Course Block Units: (0 Required)

KINES1.71	Basketball	1.5
KINES1.75	Soccer	1.5
KINES1.77	Volleyball-Beginning	1.5
KINES1.78	Grass Doubles Volleyball	1.5
KINES1.79	Volleyball-Intermediate	1.5

**Area 2: Movement based courses: Choose one course from the
following individual sport courses.**

Course Block Units: (0 Required)

KINES1.25	Badminton	1.5
KINES1.24	Bowling	1.5
KINES1.31	Golf-Beginning	1.5
KINES1.33	Golf-Advanced	1.5

**Area 3: Movement based courses: Choose one course from the
following fitness courses.**

Course Block Units: (0 Required)

KINES1.21	Aerobic Exercise	1.5
KINES1.22	Step Aerobics	1.5
KINES1.26	Body Toning	1.5
KINES1.27	Fitness Walking/Jogging	1.5
KINES1.34	Boot Camp Fitness	1.5
KINES1.36	Yoga	1.5
KINES1.37	Club Fitness	1.5
KINES1.57	Weight Training-Beginning	1.5
KINES1.57B	Weight Training - Intermediate	1.5
KINES1.59	Weight Training-High Intensity	1.5
KINES4	Low Impact Fitness	1.5

**Area 4: Movement based courses: Choose one course from the
following dance courses.**

Course Block Units: (0 Required)

KINES1.42	Dance Techniques-Beginning	1.5
KINES1.43	American Style Swing and Latin Dance	1.5

Total: 21.50 - 24.50

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OPTION 1: LVN TO RN CAREER MOBILITY PROGRAM

ASSOCIATE IN SCIENCE

Description

This degree is designed for the California Licensed Vocational Nurse (LVN) who is admitted for advanced placement into the Registered Nursing (Associate Degree) Program. The graduate of the Associate Degree Nursing program at demonstrates entry-level competencies and meets the educational requirements necessary to take the National Council Licensure Examination (NCLEX-RN) to become licensed as a Registered Nurse and eligible for employment.

Enrollment Eligibility:

To be eligible for enrollment in the program, the student must meet the following criteria:

- a. The program uses a multi-criteria enrollment process based on the California Community College Chancellor's Office admission formula to evaluate and admit applicants. See our website nursing.yccd.edu/ for more details. Students must reapply each semester. There is no waiting list.
- b. Current California Vocational Nurse License. Recent V.N. graduates must submit proof of licensure prior to completing application.
- c. Graduation from an accredited vocational school of nursing or demonstrated mastery of course content by Challenge Examination.
- d. Have a Certification of completion for Intravenous Therapy
- e. Successful completion of the following courses with an average GPA in these courses of 2.5 or higher:
 1. BIOL 4 Anatomy, BIOL 5 Physiology, BIOL 6 Microbiology and
- f. Completion of the following individual courses with a "C" or higher:
 1. BIOL 5 Physiology, BIOL 6 Microbiology, NURS 36 Pathophysiology,
 2. SPECH 1 Public Speaking or SPECH 6 Group Discussion,
 3. SOCIL 1 Introduction to Sociology or SOCIL 2 Social Problems or SOCIL 5 Ethnic Relations in the United States or ANTHR 2 Culture Anthropology,
 4. a Humanities elective
- g. Completion of ENGL 1A College Composition and Reading with a B or higher
- h. Completion of NURS 37 LVN to RN Bridge Course with 'C' or higher
- i. Achieve a score of >62% on the latest Test of Essential Academic Skills (TEAS), developed by Assessment Technologies Institute (ATI).

Enrollment Process:

Eligible students are selected for the program according to the following steps:

1. Meet all eligibility requirements and apply to the program. Visit the nursing website nursing.yccd.edu/ for more information.
2. Obtain, complete, and submit an application in our Nursing Office at Yuba College campus in Marysville.
3. Applicants will be admitted on a space-available basis. If admitted student must complete a Yuba College application and complete the college entry requirements.

Program Learning Outcomes

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

1. Upon successful completion, the students will communicate and collaborate with interdisciplinary healthcare partners in providing care to a diverse population of patients and families.
2. Upon successful completion, the students will demonstrate problem solving skills while utilizing resources to apply best practices to deliver safe and effective care.
3. Upon successful completion, the students will demonstrate application of evidence based practice in rendering ethical, competent and culturally sensitive care across the lifespan to all patients.

Program Requirements:

Required Core Courses

Course Block Units: (19 Required)

NURS3	Medical Surgical Nursing III	5
NURS21	Pediatric Nursing	3.5
NURS33	Psychiatric/Mental Health Nursing	4
NURS4A	Medical-Surgical Nursing IV	3.5
NURS4B	Leadership in Nursing	3

Recommended Courses

Course Block Units: (0 - 2 Required)

NURS56	Advanced Nursing Skills Lab	1
NURS57	Second Year Advanced Nursing Skills Lab	1

Total: 19.00 - 21.00

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OPTION TWO - LVN TO RN ONLY (30-UNIT OPTION)

CERT OF ACHIEVEMENT WITH 30-59.5 UNITS

Description

OPTION 2

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

ADMISSION CRITERIA

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

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

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

Program Learning Outcomes

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

1. Upon successful completion, the students will communicate and collaborate with interdisciplinary healthcare partners in providing care to a diverse population of patients and families.
2. Upon successful completion, the students will demonstrate problem solving skills while utilizing resources to apply best practices to deliver safe and effective care.
3. Upon successful completion, the students will demonstrate application of evidence based practice in rendering ethical, competent and culturally sensitive care across the lifespan to all patients.

Program Requirements:

PROGRAM PROGRESSION/REQUIREMENTS: NURSING MAJOR REQUIREMENTS Fall Semester

Course Block Units: (19 Required)

NURS21 and	Pediatric Nursing	3.5
NURS4A and	Medical-Surgical Nursing IV	3.5

NURS4B and	Leadership in Nursing	3
NURS3	Medical Surgical Nursing III	5
NURS33 and	Psychiatric/Mental Health Nursing	4

Spring Semester

Course Block Units: (11.5 Required)

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

Total: 30.5

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ASSOCIATE IN ARTS FOR TRANSFER IN THEATRE

ASSOCIATE IN ARTS FOR TRANSFER

Description

The Theatre Arts Department provides a safe and inclusive environment for students to explore performance, and prepare them to succeed in their academic, career, and lifelong learning goals. Course offerings include introductory classes in theatre and film, which satisfy general education and transfer requirements, as well as courses in acting and stagecraft. Students can start with no previous training or experience and progress to advanced classes to prepare them for transfer and an opportunity to earn an AA transfer degree in Theatre. Courses are integrated around the central ideas of collaboration, individual responsibility, student-centered learning, open and respectful dialogue, and practical application of theory and skills. Work in acting technique, design, costuming, makeup, lighting, technical production, and other crafts are taught in theory and practice resulting in public performances of a variety of plays and musicals.

This degree will guarantee a student the admission to a California State University (but not necessarily to a specific campus or major).

To earn this AA-T degree, students must meet the following Associate Degree for Transfer requirements (pursuant to SB 1440 law):

- Completion of 60-semester units or 90 quarter that are eligible for transfer to the California State University.
- The Intersegmental General Education Transfer Curriculum (IGETC) or the California State University General Education – Breadth Requirements.
- A minimum of 18-semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.
- Obtainment of a minimum grade point average of 2.0.
- Earn a grade of "C" or better in all courses required for the major or area of emphasis.

Program Learning Outcomes

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

1. effectively use language, communicate their ideas, and creatively express themselves through the application of theatrical skills.
2. identify theatrical challenges, production needs, and potential problems; research, formulate and construct creative solutions; and execute an achievable plan using appropriate tools, theories, and techniques.
3. select appropriate acting techniques and apply technical skills, imagination, and script analysis toward the creation of a live or recorded performance.
4. demonstrate the ability to work as an ensemble member of a theatre company by meeting expectations, following safe production practices, and respecting the opinions, feelings and values of others.
5. identify similarities and differences among cultures, times, and environments expressed through dramatic texts, films, and live performances.
6. analyze and evaluate dramatic texts and performances in terms of their technical skills, artistic objectives, and their historical and cultural significance.

Program Requirements:

LIST A REQUIREMENTS - A minimum of nine units from the List A course selection. (NOTE: If a student took three units of THART 29 College Theatre to satisfy the core degree requirements, they may select three units of THART 30 Technical Theatre in Production for

Course Block Units: (9 Required)

List A requirements. If they used THART 30 Technical Theatre in Production for the core requirements, they may use up to three units of THART 29 College Theatre to fulfill List A requirements. A maximum of 3 units of College Theatre, taken as a core requirement or from list A, may be applied to the AA-T Theatre degree.)

THART11B or	Introduction To Acting II	3
THART45A or	Stagecraft 1	3
THART45B or	Production and Technical Theatre I	3
THART45C or	Production and Technical Theatre II	3
THART30 or	Technical Theatre in Production	3
THART29R or	College Theatre	1 - 3

REQUIRED CORE COURSES (9 Units Required)

Course Block Units: (9 Required)

THART10	Introduction To Theatre	3
THART11A	Introduction To Acting I	3
THART29R or	College Theatre	1 - 3
THART30	Technical Theatre in Production	3

Total: 18

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BUSINESS ADMINISTRATION

ASSOCIATE IN SCIENCE FOR TRANSFER

Description

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

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

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

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

Program Learning Outcomes

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

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

Program Requirements:

Required Core Courses. Choose 15-17 units.

Course Block Units: (15 - 17 Required)

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

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

Course Block Units: (3 - 4 Required)

MATH9	Calculus for Business, Social and Life Sciences	4
STAT1	Introduction To Statistical Methods	4
MATH25	Finite Mathematics	3

List B Courses. Choose two (6 units).

Course Block Units: (6 Required)

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

Total: 24.00 - 27.00

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: GNBUS 55A

Full Course Title: Beginning Keyboarding

Short Title: Beg. Keyboarding

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

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

Acquire beginning level keyboarding skills and document formatting. Not open for credit to students with credit in OA15A-1, OA15A-2, and OA15A-3.

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

- a. Touch control of the QWERTY alphanumeric keyboard
- b. Proper keyboarding techniques
- c. Basic speed and accuracy skill development
- d. Basic formatting skills (margins, centering, correspondence and report styles)
- e. Basic language arts skill development
- f. Editing and proofreading skill development
- g. Efficient use of reference materials

Course Lab/Activity Content

- a. Application of skills and knowledge through the production of simple business correspondence, tabulations, and reports from both straight copy and rough-draft copy sources.
-

Objectives

1. Key for five consecutive minutes from straight copy sources at a minimum of 30 net words a minute with no more than 6 errors.
 2. Key to mailable standards business letters, memos, reports, and tables. ****Requires Critical Thinking****
 3. Efficiently use reference materials to successfully accomplish the above items. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will key 30 net words a minute on a 5-minute test.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. Upon completion of this course, students will accurately key and format a memorandum.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. Upon completion of this course, students will be able to produce simple business correspondence, tabulations, and reports.
 - **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.
-

Methods of Instruction

- **Laboratory**
Apply lecture content to computer lab assignments
 - **Lecture/Discussion**
Lecture on tools for creating business documents
 - **Other**
Demonstration
-

Assignments

Reading Assignments

Read Unit 2 lesson 4 on Memos and Letters

Writing Assignments

Using tools available create a professional memo

Other Assignments

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**

- **Participation**
 - **Quizzes**
 - **Skills Demonstrations/Performance Exam**
 - **Other**
Pass Timed drills Objective Tests
-

Course Materials

Textbooks:

1. VanHuss, Forde Woo. *Keyboarding & Word Processing Lessons 1-110*, 20th ed. South-Western Cengage Learning, 2017, ISBN: 9781337103275
Equivalent text is acceptable

Software:

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

Other:

1. USB, memory stick, flash drive storage device
-

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ESL CERTIFICATE OF ADVANCEMENT IN FOUNDATIONS OF LITERACY

CERTIFICATE OF ADVANCEMENT

Description

The Certificate of Competency in Foundations of Literacy prepares students with little or no knowledge of English with basic English language and literacy skills needed to function at a **beginning** level in everyday situations at work, school and in the community.

Program Learning Outcomes

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

1. Write simple paragraphs containing simple sentences in simple present and present continuous tenses.
 2. Demonstrate ability to function in basic English listening and speaking situations at work, school, and in the community.
-

Program Requirements:

Required Courses

Course Block Units: (6 Required)

ESL225 and	Integrated ESL Skills, Level 2	5
ESL224	English Conversation, Level 2	2

Electives

Course Block Units: (1 Required)

Total: 7

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ESL CERTIFICATE OF ADVANCEMENT IN INTERPERSONAL COMMUNICATIONS

CERTIFICATE OF ADVANCEMENT

Description

The Certificate of Advancement in Interpersonal Communication prepares students who have a low-intermediate background in English with the language skills required to function at a **high-intermediate level** in a variety of vocational and academic situations. The program focuses particularly on the acquisition of grammar, reading, writing and speaking skills needed to function independently at work, school and in the community.

Program Learning Outcomes

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

1. Use reading and writing skills to read and understand a variety of written texts at work, school, and in the community.
2. Demonstrate listening and speaking skills needed to communicate at work, at school, and in the community using studied materials, vocabulary, and grammar.

Program Requirements:

Required Courses

Course Block Units: (7 Required)

ESL268 and	High-Intermediate Writing	4
ESL263	High-Intermediate Grammar	3

Electives

Course Block Units: (3 - 5 Required)

ESL259MAT or	The Language of Mathematics for ESL Students	3
ESL265 or	Integrated ESL Skills, Level 6	5
ESL259EMP or	English for Employment	3
ESL239ECE or	English Skills for Parents and Child Care Providers	5
ESL249COM	Computer Skills for ESL Students	3

Total: 10.00 - 12.00

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ESL CERTIFICATE OF ADVANCEMENT IN LIFE SKILLS

CERTIFICATE OF ADVANCEMENT

Description

The Certificate of Advancement in Life Skills prepares students with beginning academic background in English with life skills needed to function at a **low-intermediate** level in everyday situations at work, school, and in the community.

Program Learning Outcomes

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

1. Write a well-developed paragraph with a topic sentence, supporting ideas, and a concluding sentence at a low-intermediate level.
 2. Create, format, type, save, and revise a word document on a computer for academic assignments and personal needs.
-

Program Requirements:

Required Courses

Course Block Units: (8 Required)

ESL243 and	Low-Intermediate Grammar	3
ESL245	Integrated ESL Skills, Level 4	5

Electives

Course Block Units: (6 - 8 Required)

ESL249COM	Computer Skills for ESL Students	3
ESL239MAT or	The Language of Arithmetic for ESL Students	3
ESL239ECE	English Skills for Parents and Child Care Providers	5

Total: 14.00 - 16.00

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ESL CERTIFICATE OF COMPETENCY IN FOUNDATIONS OF LITERACY

CERTIFICATE OF COMPETENCY

Description

The Certificate of Competency in Foundations of Literacy prepares students with little or no knowledge of English with basic English language and literacy skills needed to function at a ***beginning*** level in everyday situations at work, school and in the community.

Program Learning Outcomes

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

1. Write simple paragraphs containing simple sentences in simple present and present continuous tenses.
 2. Demonstrate ability to function in basic English listening and speaking situations at work, school, and in the community.
-

Program Requirements:

Required Courses

Course Block Units: (5 Required)

ESL525 and	Integrated ESL Skills, Level 2	5
ESL524	English Conversation, Level 2	

Total: 5

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ESL CERTIFICATE OF COMPETENCY IN INTERPERSONAL COMMUNICATION

CERTIFICATE OF COMPETENCY

Description

The Certificate of Competency in Interpersonal Communication prepares students who have a low-intermediate background in English with the language skills required to function at a **high-intermediate level** in a variety of vocational and academic situations. The program focuses particularly on the acquisition of grammar, reading, writing and speaking skills needed to function independently at work, school and in the community.

Program Learning Outcomes

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

1. Use reading and writing skills to understand and respond to a variety of written texts at work, school, and in the community.
2. Demonstrate listening and speaking skills needed to communicate at work, at school, and in the community using studied materials, vocabulary, and grammar.

Program Requirements:

Required Courses

Course Block Units: (112 - 126
Required)

ESL563 and	High-Intermediate Grammar
ESL568	High-Intermediate Writing

Electives

Course Block Units: (48 - 90
Required)

ESL565 or	Integrated ESL Skills, Level 6	5
ESL559EMP or	English for Employment	
ESL559MAT or	The Language of Mathematics for ESL Students	3
ESL539ECE or	English Skills for Parents and Child Care Providers	5
ESL549COM	Computer Skills for ESL Students	3

Total: 160.00 - 216.00

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ESL CERTIFICATE OF COMPETENCY IN LIFE SKILLS

CERTIFICATE OF COMPETENCY

Description

The Certificate of Competency in Life Skills prepares students with beginning academic background in English with life skills needed to function at a **low-intermediate** level in everyday situations at work, school, and in the community.

Program Learning Outcomes

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

1. Write a well-developed paragraph with a topic sentence, supporting ideas, and a concluding sentence at a low-intermediate level.
2. Create, format, type, save, and revise a word document on a computer for academic assignments and personal needs.

Program Requirements:

Required Courses

Course Block Units: (128 - 144
Required)

ESL543 and	Low-Intermediate Grammar	
ESL545 and	Integrated Skills, Level 4	5

Electives

Course Block Units: (176 - 234
Required)

ESL549COM or	Computer Skills for ESL Students	3
ESL539MAT or	The Language of Arithmetic for ESL Students	3
ESL539ECE	English Skills for Parents and Child Care Providers	5

Total: 304.00 - 378.00

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