Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: PLSCI 53
Full Course Title: Irrigation Design and Installation
Short Title: Ag Irrigation
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 90.0
   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

- Agricultural Production **Or**
- Agriculture (Masters Required)

Course Description

This course prepares students to design and install irrigation systems for agricultural crops, orchards, residential landscaping, and commercial systems. Emphasis will be based on overhead sprinkler and drip irrigation. Topics include basic plant physiology, soil types and texture, pumps and filters, the design process, assembly and installation, smart controllers, components and materials for PVC and polyethylene, blue print reading, and irrigation support and resources.

Content

Course Lecture Content
I. Plant and Soil Relations
  1. Basic plant physiology
     A. Importance of water in plant life: why is irrigation important?
     B. Soil Basics

II. Irrigation Sources and Delivery
  A. Basic hydraulics
  B. Pumps and Filters
  C. Water Sources
  D. Assembly Methods and Irrigation Components
  E. PVC Pipe and Fittings

F.   Polyethylene Pipe and Fittings (Drip Systems)
G.   Water-Efficient System Operation and Maintenance
H.   Irrigation Design (Using all information learned for this section)
I.   Alternative Agricultural Methods of Irrigation

III. Blue print reading

Course Lab/Activity Content
I.   Plant and Soil Relations
       a. Plant Physiology - Monitor effects of irrigation on plants
       b. Soil basics - Soil texture testing

II.   Irrigation Sources and Delivery
       a. Identification of irrigation parts and assemblies
       b. Basic Hydraulics - Flow testing
       c. Assembly methods and irrigation components - manufacture basic irrigation system or spinkler
       d. PVC Pipe and Fittings - Above ground water delivery system
       e. Polyethylene pipe (Drip systems) - Identification of ABS fittings
       f. Irrigation Design - Students design an irrigation system
       g. Alternative agricultural methods of irrigation - Identification of drip irrigation parts and microemmitters
III.   Blue print reading - Identification of irrigation parts on an irrigation blueprint

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Objectives

1. Understand the importance of irrigation in plant life.

2. Demonstrate an understanding of basic plant physiology.

3. Understand the movement of water in plants, how water moves into the root zone, and transpiration of water out of the plant.

4. Evaluate the ETo (evapotranspiration) of plants and turf, where to find that information, and how to use it.

5. Analyze and compare different soil types, their textures, percolation, drainage, and infiltration rates.

6. Understand how texture effects irrigation, use of the texture triangle, and how to conduct a mechanical texture text.

7. Gain an understanding of the different soil aggregates, the different charges on soil particles, pore space, and how to irrigation different soil types.

8. Demonstrate and understanding of basic water hydraulics such as static and kinetic pressure.

9. Analyze and discuss friction loss in pipe, feet of head, weight of water and computing basic math equations for pressure and feet of head.

10. Demonstrate the differences between agriculture irrigation filters and pumps.

11. Demonstrate knowledge of different water sources and the point of connection to each one of them.

12. Describe the differences between the sprinkler bodies and their corresponding nozzles, their uses, and applications based on crop, soil texture, and irrigation technique.

13. Understand the different applications for the use of an anti-siphon valve versus a globe valve, their design, and the different gauges of wire affiliated with each valve for connecting to the controller.

14. Analyze and compare the differences between the various backflow preventers and the different application of use.

15. Demonstrate why one would need a pressure regulator, in what system, and the operating psi.

16. Compare and contrast the various smart controllers, the advantages and disadvantages of each brand, make, and model and how to enter data for programming.

17. . Understand the differences and the applications of SCH40 and CL200 PVC pipe, the different sizes, and grades.

18. Discuss the various PVC fittings and components of an underground irrigation piping system, how to cut pipe, apply glue, assemble, and check for leaks.

19. Demonstrate the application of polyethylene pipe (drip system), the various fittings, emitters, micro-sprayers, in-line tubing, and turf retrofitting for removal of turf.

20. Analyze and problem-solve proper critical thinking techniques for problems in the system such as valve malfunction, leaks, plugged sprinklers and emitters, breaks, valve-controller malfunctioning, and controller programming.

21. Demonstrate the irrigation design process from site information gathering, data, pipe sizing, design layout, head/emitter selection, controller location, valve wiring, to controller programming and system operation check.

22. Describe the various alternative irrigation methods, the advantages and disadvantages, installation and maintenance costs, and machinery.

23. Be able to read an irrigation blue print, understand symbols, use of a scale, how to read irrigation catalogs and collect data, and conduct take-offs and estimates for labor and materials.

24. Knowledge of the irrigation supply warehouses, and other resources.

Student Learning Outcomes

1. Upon successful completion of this course the student should be able to demonstrate the differences between agriculture irrigation filters and pumps.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon successful completion of this course the student should be able to demonstrate knowledge of different water sources and the point of connection to each one of them.
    - **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 successful completion of this course the student should be able to describe the differences between the sprinkler bodies and their corresponding nozzles, their uses, and applications based on crop, soil texture, and irrigation technique.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

- **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

- **Laboratory**
  Student will complete laboratory assignments that correlate with the lecture material
- **Lecture/Discussion**
  Power points, drawings on the board, discussion

Assignments

Reading Assignments

Reading the assigned pages in the textbook and be prepared to discuss and answer questions in class on the assigned reading. Answer the assigned questions and/or compute the assigned calculations at the end of the chapter.

Writing Assignments

Students will be assigned several TED Talks and will be instructed to write an abstract paragraph followed by a paragraph of their opinion about the TED talk- whether they agree or disagree.

Other Assignments

Students will be conducting and following two crops- annual/vegetable and orchard crop- throughout the semester, designing the irrigation system, assemble sections, install, and maintain for their class project. The object of this assignment is for real world, practical experience with two different types of irrigation systems.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Irrigation Association. *Landscape Irrigation System Installation and Maintenance ,* Irrigation association, 2004, ISBN: 978-1-935324-21-8
   Equivalent text is acceptable

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 7
Full Course Title: Entrepreneurship
Short Title: Entrepreneurship
TOP Code: 0112.00 - Agribusiness/Agricultural Business Operations*
Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

- Agricultural Business and Related Services

Course Description

Principles of establishing and managing a small business, including the preparation of a business plan; emphasis on goal-setting, types of business organizations, obtaining licenses and permits, financing options, accounting aspects, legal requirements, managing the enterprise, and other aspects in business entrepreneurship. Not open to students who have taken MGMT 14.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. The Basics of Entrepreneurship
    a. What is an entrepreneur?
    b. The benefits of entrepreneurship
    c. The potential drawbacks of entrepreneurship
2. Inside the Entrepreneurial Mind
    a. Creativity, innovation, and entrepreneurship

       b. Protecting your ideas
3. Strategic Management and the Entrepreneur Forms of Business Ownership/Franchises
       a. Competitive advantage
       b. The strategic management process
4. Buying an Existing Business
       a. Steps in acquiring a business
       b. Evaluating an existing business
       c. Methods for valuing the business
5. Crafting a Winning Business Plan
       a. Why develop a business plan?
       b. The elements of a business plan
       c. The benefits of a business plan
       d. Business plan format
6. Building a Powerful Marketing Plan
       a. Guerrilla marketing plan
       b. Determining customer needs and wants
       c. Pinpointing the target market
       d. Marketing on the World Wide Web
7. Advertising and Pricing for Profit
       a. Managing cash flow
       b. Advertising
       c. Pricing strategies
8. Creating a Successful Financing Plan Sources of Funds: Debt and Equity
       a. Basic financial statement
       b. Breakeven analysis
       c. Sources of Funds: Debt and Equity
9. Leading the Growing Company
       a. Hiring the right employees
       b. Building the right culture and structure

Objectives

1. Identify the major principles of economics as they relate to entrepreneurship.

2. Identify their own strengths and weaknesses as they relate to entrepreneurship.

3. Compare and contrast the different types of business organizations and identify the ideal business organization for a particular business. **Requires Critical Thinking**

4. Identify the major areas of strategic management that affect the entrepreneurship.

5. Compare and contrast the advantages and disadvantages of buying an existing business versus starting a business from scratch.

6. Identify the major personnel and financial management decision made by an entrepreneurship.

7. Research the sources of funds available for debt and equity financing. **Requires Critical Thinking**

8. Identify the variety of different marketing techniques used in a small business.

9. Evaluate the different management styles that could be used in business.

10. Develop a business plan for a business of their choice. **Requires Critical Thinking**

Student Learning Outcomes

1. Upon completion of this course, students will complete a business plan on a business of their own choosing.
    - **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.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
    - **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, the student will be able to identify the steps necessary to create a financial plan.
    - **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, the student will demonstrate understanding of building a competitive business model.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

- **Lecture/Discussion**

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments
Writing Assignments

Business Plan Assignment - DUE SATURDAY, MAY 19TH by 11:30pm

* You are to write a business plan for a business of your choice.

* Please use 12-point font, 1" margins around. I know this sounds meticulous, but trust me, these are required for many papers you will write for many areas.

Remember that this is a FORMAL SUBMISSION...proper spelling, grammar, punctuation, capitalization, etc. is expected. Please type it up like you are going to actually take the document into a bank to get a loan for your business.

* You are not required to submit detailed financial information about yourself or the business for this assignment. Feel free to submit it if you like. But, you do need to submit a startup

budget for the business and where you propose to secure financing. This method with limited financial information is sometimes used to pre-screen proposals. It allows you to submit a plan without going to the cost and trouble of doing all of the financial research.

* The plan is to include the seven "CHAPTERS" listed below. I have briefly described what each section is to contain. I have also indicated what Learning Module covers the information.

* The proposal should be between five and ten pages long. What I mean by this is: if you were to submit the document in a continuous format, you would be writing 5-10 CONTINUOUS pages. However, you will start a new page with each new chapter, so the document will be at least 7 pages, just not continuously! If it is a little longer, that is okay. This DOES NOT include the executive summary and the cover sheet.

The plan will have the following sections, submitted in this order:

1. **Cover Sheet** – The cover sheet identifies the name of the business, name of the owner(s), business address and a logo, if used.
   a. **Executive Summary** - This is a summary of each part of the business plan; it is designed to get others to read the whole plan; it highlights the key points of each section of the business plan; and it is put first, but completed last. It is to be no longer than one page. ([LearningModule 4](#))
   b. **Description including Mission Statement** – This section should include the following: ([Learning Module 4](#))
      - Mission statement that expresses the entrepreneur's idea of what the business will be. It is a thesis statement for the entire business plan.
      - Description that includes the type of business, location of the business and general information.
   c. **Marketing Plan** -- The marketing plan will provide a detailed description of how the company will compete in the marketplace. It will identify the trends and typical customers expected. It will identify and analyze the competition. It may identify potential risks faced by the business. ([Learning Module7](#))
   d. **Management Plan** – The management plan should identify who will run the business, their qualifications and briefly how this will be accomplished. ([LearningModule 6](#), maybe [Learning Module 10](#))

6. Financial Plan – at a minimum you need to identify the startup costs for your business and how you propose to secure the financing. Additional information may be included and a full business plan requires much additional financial information. ([Learning Module 8)](#)

1. **Summary** - It should in a couple of paragraphs tie the whole document together. It is like the typical final paragraph or two of a term paper. Do not confuse it with the executive summary. The executive summary is much more detailed. The summary just ties everything together.

If you have any questions on the business plan, post them to the discussion board under the "Business Plan Discussion" tab and I will answer them for the whole class.

Sample Business Plans can be found in [Learning Module 4](#), as well as on the Small

Business Administration and elsewhere on the internet!

You can also read and answer the questions in the [Evaluating the Basic Business Concept](#) worksheet. This will help you gather the necessary information to write your business plan.
Writing a business plan is not an exact science! Plans differ just as much as businesses differ! Remember to include the required information, but no one business plan will be the same as another!

* Please note - all business plans will be run through a plagiarism checker to insure these are your own plans and not one you found in the information I have given you or you have found on the internet.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Zimmerer and Scarborough. *Essentials of Entrepreneurship and Small Business Management,* 6 ed. Prentice Hall., 2011, ISBN: 9780136109594
   Equivalent text is acceptable

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: FIRTC 3
Full Course Title: Fire Protection Equipment and Systems
Short Title: Fire Protect Syst.
TOP Code: -
Effective Term: Spring 2008

Course Standards

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

Minimum Qualifications for Instructors

- Fire Technology

Course Description

Provides information relating to the features of design and operation of fire detection and alarm systems, heat and smoke control systems, special protection and sprinkler systems, water supply for fire protection and portable fire extinguishers.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Sprinkler Systems
    a. Wet pipe systems
    b. Dry pipe systems
    c. Deluge systems
    d. Pre-action systems
2. Water Distribution Systems
    a. Water supply
    b. System design

     c. System testing
3. Special Hazard Systems
     a. Carbon dioxide systems
     b. Halogenated systems
     c. Dry and wet chemical systems
     d. Foam systems
4. Fire Detection and Alarm Systems
     a. Types of systems
     b. Alarm-initiating systems
     c. Inspection and testing

Objectives

1. Identify and describe the parts and operation of the different types of sprinkler systems.

2. Design and operate a water supply to a distribution system and fire protection system.

3. Identify and describe the parts and operation of the different types of special hazard systems.

4. Design a fire detection and alarm system.

5. Problem solving exercises relating to the different types of fire protection systems. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of the course, students will be able to identify the different types of fire protection systems.
   - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
   - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
   - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
   - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of the course students will be able to list the different components of a fire protection system.
   - **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.
3. Upon completion of this course, students will describe the basic elements of public water supply systems, including sources, distribution networks, piping, and hydrants.
   - **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
Read text book and answer multiple questions relating to subject matter. Preview fire protection systems installed in buildings.
Writing Assignments
Complete a written diagram and show understanding of a municipal water system down to and including a fire protection system.
Other Assignments

Outside of class the student will attemp to identify a building under construction with a fire protection system. The student will observe the type of protection system installed. Once completed, the student will write a paper on the type of system observed.

Methods of Evaluation

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

Course Materials

Textbooks:

1. IFSTA. *Private Fire Protection and Detection,* current edition ed. -Fire Protection Publications, 2010, ISBN: -9780879393984
2. A. Maurice Jones, Jr. . *Fire Protection Systems,* 2nd ed. Jones and Bartlett, 2015, ISBN: 9781284035371 **Equivalent text is acceptable**

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: FIRTC 4
Full Course Title: Building Construction for Fire Protection
Short Title: Build Construct
TOP Code: -
Effective Term: Fall 2008

Course Standards

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

Minimum Qualifications for Instructors

- Fire Technology

Course Description

This course provides the components of building construction related to firefighter and life safety. The elements of construction and design of structures are shown to be key factors when inspecting buildings, preplanning fire operations, and operating at emergencies

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

Course Outline:

I. Introduction

1. History of Building Construction
2. Governmental Functions, Building and Fire Codes
3. Fire Risks and Fire Protection
4. Fire Loss Management and Life Safety

5. Pre-fire Planning and Fire Suppression Strategies

II. Principles of Construction

1. Terminology and Definitions
2. Building and Occupancy Classifications
3. Characteristics of Building Materials
4. Types and Characteristics of Fire Loads
5. Effects of Energy Conservation

III. Building Construction

1. Structural Members
   a. Definitions, Descriptions and Carrying Capacities
   b. Effects of Loads
2. Structural Design and Construction Methods
3. System Failures

IV. Principles of Fire Resistance

1. Standards of Construction
2. Fire Intensity and Duration
3. Theory versus Reality

V. Fire Behavior versus Building Construction

1. Flame Spread
2. Smoke and Fire Containment
   a. Construction and Suppression Systems
   b. HVAC Systems
   c. Rack Storage
   d. Combustible

VI. Wood Construction

1. Definition and Elements of Construction
2. Types of Construction
3. Fire Stopping and Fire Retardants
4. Modifications/Code Compliance

VII. Ordinary Construction

1. Definitions and Elements of Construction
2. Structural Stability and Fire Barriers
3. Modifications/Code Compliance

VIII. Collapse

IX. Ventilation

X. Non-Combustible

XI. Steel Construction

1. Definitions and Elements of Construction
2. Structural Stability, Fire Resistance and Fire Protection of Elements
3. Modifications/Code Compliance

XII. Concrete Construction

1. Definitions and Elements of Construction
2. Structural Stability and Fire Resistance
3. Modifications/Code Compliance

XIII. High Rise Construction

1. Early versus Modern Construction
2. Vertical and Horizontal Extension of Fire and Smoke
3. Fire Protection and Suppression
4. Elevators
5. Atriums/Lobbies
6. Modifications/Code Compliance

XIV. Collapse

XV. Ventilation

Objectives

1. 1. Describe building construction as it relates to firefighter safety, buildings codes, fire prevention, code inspection, firefighting strategy, and tactics. ****Requires Critical Thinking****

2. 2. Classify major types of building construction in accordance with a local/model building code ****Requires Critical Thinking****

3. 3. Analyze the hazards and tactical considerations associated with the various types of building construction. ****Requires Critical Thinking****

4. 4. Explain the different loads and stresses that are placed on a building and their interrelationships. ****Requires Critical Thinking****

5. 5. Identify the function of each principle structural component in typical building design. ****Requires Critical Thinking****

6. 6. Differentiate between fire resistance, flame spread, and describe the testing procedures used to establish ratings for each. ****Requires Critical Thinking****

7. 7. Classify occupancy designations of the building code. ****Requires Critical Thinking****

8. 8. Identify the indicators of potential structural failure as they relate to firefighter safety. ****Requires Critical Thinking****

9. 9. Identify the role of GIS as it relates to building construction. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will describe the different types of building construction.
   - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
   - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
   - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of this course, students will analyze the effects of fire relating to building collapse.

- **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 describe the fire spread effects with balloon construction.
        - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

- **Lecture/Discussion**
  The semester class lecture will cover all chapters of the text book. We will also review the case studies in the text.

Assignments

Reading Assignments

Read all text chapters.

Review all case study information.

Writing Assignments

Complete a pre-fire plan for a commercial or residential building.

Complete the required case study and chapter questions.

Other Assignments
Complete an on-site review of a commercial and residential building while in the building process. Paying special attention to fire protection features.

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Participation**
- **Quizzes**
- **Research Project**
- **Other**
  Attendance

Course Materials

Textbooks:

1. Brannigan's Building Construction for the Fire Service, 5th Edition (2015); Glenn P. Corbett, Francis L. Brannigan, http://www.jblearning.com/catalog/9781449688943 . *Building Construction for the Fire Service,* current edition ed. -jblearning, 2018, ISBN: 9781284136135
   Equivalent text is acceptable

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: CUL 52B
Full Course Title: Advanced Baking
Short Title: Adv Baking
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Not Degree Applicable
Units: 3.0
Total class hours: 162.0
   Total contact hours in class: 126.0
      Lecture hours: 18.0
      Lab hours: 108.0
   Hours outside of class: 36.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Culinary Arts/

Course Description

Modern advanced baking techniques and methods including sugar & chocolate work, French pastry and dessert making, artisan bread making and savory baked items.

Conditions of Enrollment

Satisfactory completion of: CUL 52A

Content

Course Lecture Content

1. Review of the basics
2. Advanced bakery equipment-selection
3. Knowledge of advanced bakery ingredient
4. Artisan and savory bread preparation
5. Chocolate and sugar decorative work
6. French pastry production and fillings
7. Modern trends in baking industry
8. Recipe costing and creating

Course Lab/Activity Content

1. Baked goods and dessert preparation
2. Advanced decorating and icing
3. Artisan and savory baking
4. Chocolate and sugar decorative work
5. French pastry production and fillings

Objectives

1. Define advanced baking terms.

2. Identify advanced ingredients used in baking.

3. Describe properties and list functions of various ingredients.

4. Demonstrate basic icing and decorating techniques.

5. Prepare laminate doughs.

6. Prepare Choux pastries.

7. Prepare bake shop items as required in restaurants and commercial food service operations. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, the students will be able to prepare and present advanced pastries and fillings. Students will be evaluated by passing with 75% or better.
   - **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, the students will be able to prepare and present advanced desserts including decorative chocolate work and sugar decorations. Students will be evaluated by passing with 75% or better.
   - **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 produce artisan bread making and savory baking items. Students will be evaluated by passing with 75% or better.
   - **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

Methods of Evaluation

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

Course Materials

Textbooks:

1. Labensky, Sarah. . *On Baking: A Textbook of Baking and Pastry Fundamentals ,* 3rd ed. Pearson, 2015, ISBN: 978-0133886757
   Equivalent text is acceptable

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: CUL 65
Full Course Title: Food Service Operation and Management
Short Title: Food Op Mgt
TOP Code: 1306.30 - Cooking and Related Culinary Arts, General*
Effective Term: Fall 2013

Course Standards

Course Type: Credit - 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: Letter Grade Only

Minimum Qualifications for Instructors

- Culinary Arts/

Course Description

Nature and importance of food service management, including planning, organizing, controlling, and developing a realistic and dynamic personnel program.

Content

Course Lecture Content

1. General management principles
   a. Organizational structure
   b. Job descriptions
   c. Design and layout
   d. Laws and regulations
   e. Forecasting
   f. Advertising
   g. Projections
   h. Profit and loss
2. Personnel principles
   a. Training and supervision
   b. Problem solving
   c. Motivations
   d. Communications
   e. Recruitment
3. Customer relations
   a. Dining room

b. Service
c. Law

Objectives

1. Demonstrate the use of a restaurant projection according to industry standards.

2. Recognize good personnel relationships and procedures as used in a food service operation.

3. Identify and implement basic restaurant standards for customers

4. To have an understanding of employee and customer relations. **Requires Critical Thinking**

5. To have the ability to multi-task in a diverse environment. **Requires Critical Thinking**

Student Learning Outcomes

1. Upon completion of this course, students will be able to successfully cost a 10 item menu. Students will be assessed by scoring 75% or better
   - **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 successfully create and present a restaurant business plan. Students will be assessed by scoring 75% or better.
   - **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**

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments
Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. National Restaurant Association. *Hospitality & Restaurant Management,* Second Edition ed. Pearson, 2012, ISBN: 978-0132116138

CULINARY ARTS

Description

This one year certificate is intended to provide students with the skills and abilities necessary to obtain employment in the growing restaurant and hospitality industry. Students that earn the certificate have the ability to secure employment from restaurants, hotels, casinos, bakeries and other foodservice establishments. The students will learn: food safety and handling, recipe conversions, knife skills, cooking methods and techniques, menu creation and costing, basic baking methods, general restaurant management procedures and the soft skills necessary to be successful in the industry. Recommendation: L/M.

Program Learning Outcomes

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

1. clean, organize and sanitize according to industry standards in food handling, and restaurant service.
2. utilize the appropriate cooking methods and techniques according to industry standards.
3. demonstrate professionalism in appearance, teamwork and promptness.

Program Requirements:

Required Courses		**Course Block Units:** (21.5 Required)
CUL51A	Basic Food Preparation	3
CUL51B	Advanced Food Preparation	3
CUL59A	Basic Restaurant Operations	4
CUL59B	Advanced Restaurant Operations	4
CUL52A	Professional Baking	3
CUL54	Food Sanitation, Safety, and Storage	0.5
CUL60	Advanced Foods and Catering	2
CUL65	Food Service Operation and Management	2

Total: 21.5

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CULINARY ARTS

ASSOCIATE IN SCIENCE

Description

This two year degree is intended to provide students with the skills and abilities necessary to obtain employment in the growing restaurant and hospitality industry. Students that earn the degree have the ability to secure employment from restaurants, hotels, casinos, bakeries and other foodservice establishments. The students will learn: food safety and handling, recipe conversions, knife skills, cooking methods and techniques, menu creation and costing, basic baking methods, general restaurant management procedures and the soft skills necessary to be successful in the industry. Advisory Recommendations L and M

Program Learning Outcomes

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

1. demonstrate the ability to clean, organize and sanitize according to industry standards in food handling, and restaurant service.
2. utilize the appropriate cooking methods and techniques according to industry standards.
3. demonstrate professionalism in appearance, teamwork and promptness.
4. create an employee handbook according to industry standards.
5. calculate beverage pour cost to industry standards.

Program Requirements:

Required Courses   **Course Block Units:** (27.5 Required)

Course	Title	Units
CUL54	Food Sanitation, Safety, and Storage	0.5
CUL59A	Basic Restaurant Operations	4
CUL59B	Advanced Restaurant Operations	4
CUL60	Advanced Foods and Catering	2
CUL64	Beverage Control and Operation	2
CUL65	Food Service Operation and Management	2
CUL52A	Professional Baking	3
HLTH10	Principles of Nutrition	3
CUL51A	Basic Food Preparation	3
CUL51B	Advanced Food Preparation	3
CUL61	Introductory Purchasing for Food Service and Hospitality	1

Total: 27.5

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: GNBUS 32
Full Course Title: Word Processing Applications
Short Title: Word Processing App
TOP Code: -
Effective Term:

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 (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. Preparing a word processing document
    a. Open, create, save, name, print and close a document
    b. Pin/Unpin a document from the Recent Option list
    c. Edit a document
    d. Move the insertion point within a document
    e. Scroll within a document

      f. Use the Undo and Redo buttons

      g. Check spelling and grammar

      h. Use the Tell Me and Help features

2. Formatting Characters and Paragraphs
    a. Change font, font size and font effects
    b. Format selected text with Mini toolbar
    c. Apply styles from style sets
    d. Apply themes
    e. Customize style sets and themes
    f. Change the alignment of text in paragraphs
    g. Indent text in paragraphs
    h. Increase and decrease spacing before and after paragraphs
    i. Repeat last action
    j. Automate formatting with Format Painter
    k. Change line spacing
    l. Reveal and compare formatting

3. Customizing Paragraphs
    a. Apply numbering and bulleting formatting to text
    b. Apply paragraph borders and shading
    c. Sort paragraph text
    d. Set, clear, and move tabs on the horizontal ruler and the Tabs dialog box
    e. Cut, copy, and paste text in a document
    f. Use the Paste Option button to specify how text is pasted in a document
    g. Use the Clipboard task pane to copy and paste text within and between documents

4. Formatting Pages
    a. Change document views
    b. Navigate in document using Navigation pane
    c. Change margins, page orientation, and paper size
    d. Format pages at Page Setup dialog box
    e. Insert page break, blank page, and cover page
    f. Insert page numbering
    g. Insert and edit predesigned headers and footers
    h. Insert watermarks, page background color and page border
    i. Find and replace text and formatting

5. Applying Formatting and Inserting Objects
    a. Insert section breaks
    b. Create and format text in columns
    c. Hyphenate words automatically and manually
    d. Create a drop cap
    e. Insert symbols, special characters, and the date and time
    f. Use the Click and Type feature
    g. Vertically align text
    h. Insert, format, and customize images, text boxes, shapes and WordArt
    i. Create and customize a screenshot

6. Maintaining Documents and Printing Envelopes and Labels
    a. Create and rename a folder
    b. Select, delete, copy, move, rename, and print documents
    c. Save documents in different file formats
    d. Open, close, arrange, maximize, minimize, and restore documents
    e. Split a window, view documents side by side, and open a new window
    f. Insert a file into an open document
    g. Preview and print specific text and pages in a document
    h. Print envelopes and labels
    i. Create a document using a template

7. Creating Tables and SmartArt
    a. Create a table
    b. Change table design and table to text
    c. Draw a table
    d. Insert a quick table
    e. Perform calculations on data in a table
    f. Insert a spreadsheet

       g. Create, format, and modify a graphic
8. Merging Documents
       a. Create a data source file
       b. Create a main document and merge it with a data source file
       c. Preview a merge and check for errors before merging
       d. Create an envelope, labels, an a directory main document and then merge it with a data source file
       e. Edit a data source file
       f. Input text during a merge
       g. Use the wizard to merge a letter main document with a data source file

Course Lab/Activity Content
Apply each of the following through lab based activities:

1. Preparing a word processing document
       a. Open, create, save, name, print and close a document
       b. Pin/Unpin a document from the Recent Option list
       c. Edit a document
       d. Move the insertion point within a document
       e. Scroll within a document
       f. Use the Undo and Redo buttons
       g. Check spelling and grammar
       h. Use the Tell Me and Help features
2. Formatting Characters and Paragraphs
       a. Change font, font size and font effects
       b. Format selected text with Mini toolbar
       c. Apply styles from style sets
       d. Apply themes
       e. Customize style sets and themes
       f. Change the alignment of text in paragraphs
       g. Indent text in paragraphs
       h. Increase and decrease spacing before and after paragraphs
       i. Repeat last action
       j. Automate formatting with Format Painter
       k. Change line spacing
       l. Reveal and compare formatting
3. Customizing Paragraphs
       a. Apply numbering and bulleting formatting to text
       b. Apply paragraph borders and shading
       c. Sort paragraph text
       d. Set, clear, and move tabs on the horizontal ruler and the Tabs dialog box
       e. Cut, copy, and paste text in a document
       f. Use the Paste Option button to specify how text is pasted in a document
       g. Use the Clipboard task pane to copy and paste text within and between documents
4. Formatting Pages
       a. Change document views
       b. Navigate in document using Navigation pane
       c. Change margins, page orientation, and paper size
       d. Format pages at Page Setup dialog box
       e. Insert page break, blank page, and cover page
       f. Insert page numbering
       g. Insert and edit predesigned headers and footers
       h. Insert watermarks, page background color and page border
       i. Find and replace text and formatting
5. Applying Formatting and Inserting Objects
       a. Insert section breaks
       b. Create and format text in columns
       c. Hyphenate words automatically and manually
       d. Create a drop cap
       e. Insert symbols, special characters, and the date and time
       f. Use the Click and Type feature

g. Vertically align text
h. Insert, format, and customize images, text boxes, shapes and WordArt
i. Create and customize a screenshot
6. Maintaining Documents and Printing Envelopes and Labels
   a. Create and rename a folder
   b. Select, delete, copy, move, rename, and print documents
   c. Save documents in different file formats
   d. Open, close, arrange, maximize, minimize, and restore documents
   e. Split a window, view documents side by side, and open a new window
   f. Insert a file into an open document
   g. Preview and print specific text and pages in a document
   h. Print envelopes and labels
   i. Create a document using a template
7. Creating Tables and SmartArt
   a. Create a table
   b. Change table design and table to text
   c. Draw a table
   d. Insert a quick table
   e. Perform calculations on data in a table
   f. Insert a spreadsheet
   g. Create, format, and modify a graphic
8. Merging Documents
   a. Create a data source file
   b. Create a main document and merge it with a data source file
   c. Preview a merge and check for errors before merging
   d. Create an envelope, labels, an a directory main document and then merge it with a data source file
   e. Edit a data source file
   f. Input text during a merge
   g. Use the wizard to merge a letter main document with a data source file

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. Decide independently the kind of functions to use in creating 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 within the word processing application 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 presentations utilizing 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

Methods of Evaluation

- **Homework**
- **Laboratory Assignments**
- **Quizzes**
- **Other**
  Completion of assignments and end-of-semester wrap-up exercises.

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

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: GNBUS 42
Full Course Title: Internet Literacy and Safety
Short Title: Internet Literacy
TOP Code: -
Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

- Computer Information Systems

Course Description

Expose the student to a wide range of topics related to the Internet. Students will learn how to perform basic searches, work with email, manage and tune the web browser, and make the Internet a practical and functional part of everyday life. Designed to ease the fears of the novice and enhance the ability of the intermediate user.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Connecting to the Internet: Hardware requirements, software requirements, and Internet service providers.
2. Electronic Communication: Email, chat and discussion boards.
3. Managing the Software: Configuring browsers, different browser types, browser plug-ins, and other software.
4. Internet Research: Basic searching, searching with operators, Internet resource sites, and locating people.
5. Protecting Personal Information: Credit card fraud, child safety on the Internet, business security threats,

personal security threats, and secure software.

Objectives

1. Select and implement an Internet service provider.

2. Send and receive email and attachments.

3. Utilize chat and bulletin board software.

4. Configure their web browsers.

5. Install and upgrade Internet related software.

6. Locate resources on the Internet.

7. Locate people using the Internet.

8. Secure their personal computer from outside attacks.

9. Safeguard children against Internet predators.

10. Utilize secure connections for credit card and other transactions.

11. Evaluate Internet sites for quality and security, research Internet software and service providers to decide which are best. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate ability to backup and store data online and physically.
    - **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 demonstrate computer safety protocols.
    - **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 demonstrate the ability to locate resources on the Internet.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- **Lecture/Discussion**

Assignments

Reading Assignments
Writing Assignments

Methods of Evaluation

- **Homework**
- **Other**

Course Materials

Other:

1. Resources from the web

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: GNBUS 55B
Full Course Title: Intermediate Keyboarding
Short Title: Int. 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

Refinement of basic keyboarding and document formatting skills to more advanced speed and accuracy levels. Not open for credit to students with credit in OA15B-1, OA15B-2, and OA15B-3.

Conditions of Enrollment

Satisfactory completion of: OA 15A or ability to key at 30 net words a minute.

Advisories

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

Content

Course Lecture Content

  a. Intermediate level of formatting skills (margins, centering, correspondence, report and other miscellaneous office documents)
  b. Editing and proofreading skill refinement
  c. Word 2013 features necessary to complete laboratory assignments
  d. Efficient use of reference materials

Course Lab/Activity Content

    a. Speed and accuracy skill building
    b. Higher level of language arts skill development
    c. Editing and proofreading skill refinement
    d. Application of skills and knowledge through the production of higher level of business correspondence, tabulations, reports, and miscellaneous office documents from both straight copy and rough-draft copy sources

Objectives

1. Key for five consecutive minutes from straight copy sources at a minimum of 40 net words a minute with no more than 5 errors.

2. Key to mailable standards business letters, memos, tables, reports, and other miscellaneous office documents. ****Requires Critical Thinking****

3. Complete office keyboarding simulation projects with a minimum of instructor assistance. ****Requires Critical Thinking****

4. Efficiently use reference materials to successfully accomplish the above items. ****Requires Critical Thinking****

5. Creative designs and formatting. Composition. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will key for 5 minutes at 40 net words a minute.
   - **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 format a multi-page academic report
   - **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 ability to key to mailable standards business letters, memos, tables, reports, and other miscellaneous office documents.
   - **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**
  Application of lecture topics to demonstrate understanding of topics.
- **Lecture/Discussion**
  Presentation and discussion on topics. Determining how they apply to real-world business, academic and personal use.
- **Other**
  Demonstration

Assignments

Reading Assignments
Read part III unit 13 on Mail Merge
Writing Assignments
Using the features in Word, create a mail merge for mailing labels.
Other Assignments
Timed Drills

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 1-120,* 20th ed. South-Western Cengage Learning, 2017, ISBN: 9781337103275
   Equivalent text is acceptable

Software:

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

Other:

1. USB, flash drive, memory stick storage device

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HIST 29
Full Course Title: Women in American History
Short Title: Women in America
TOP Code: 2205.00 - History, 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: 54.0
      Lecture hours: 54.0
   Hours outside of class: 108.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- History (Masters Required)
- Ethnic Studies (Masters Required)
- Women's Studies (Masters Required)

Course Description

General introduction to the history of women in America from colonial times to the present. Emphasis on the changing political, economic, social and ethnic history. Not open for credit to students with credit in WOMEN 29.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. The first American women
2. European and African women's arrival
3. The Revolutionary Era
4. Age of association - 1820-1845
5. Time of division - 1845-1865
6. "Maternal Commonwealth" in the Gilded Age - 1865 - 1890
7. Women and modernity - 1890 - 1920

8. Flappers, Freudians and the Jazz Age
9. The Great Depression and World War II
10. The Cold War and the "Feminine Mystique"
11. Ages of association and division return

Objectives

1. Demonstrate knowledge of the diversity of histories of women in America.

2. Differentiate myth from reality in the history of women in America.

3. Identify and evaluate the changes in power, economics and status of Native-American, African-American, Hispanic, Asian, and European women during these historical eras.

4. Assess the impact of these histories on the recent history of the United States.

5. Demonstrating the ability to synthesize events, recognizing cause-effect relationships, and summarizing findings. ****Requires Critical Thinking****

6. Analyze information and data to achieve a better understanding of present society in reference to the past. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of the course, students will have analyzed the experiences of women in American history and applied significance to those experiences.
   - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of the course, students will be able to identify changes in power of women during historical eras.
   - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of the course, students will have analyzed historical developments of women in America.
   - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

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

Assignments

Reading Assignments
Readings from the textbook and scholarly articles, popular research-based articles, monographs, popular non-fiction, primary sources
Writing Assignments
In class essays and paper assignments.
Other Assignments
Quizzes and projects.

Methods of Evaluation

- **Essay/Paper**
- **Homework**
- **Oral Tests/Class Performance**
- **Quizzes**
- **Research Project**
- **Other**
  Oral Presentations Objective tests Performance exams

Course Materials

Textbooks:

1. Collins. *Women in America: Refocusing the Past,* 8th ed. Oxford University Press, 2016, ISBN: 9780199349340
   Equivalent text is acceptable

Other:

1. Required writing assignments may include essay exams, quizzes, critique papers, analysis of textual material, library reports and lecture notes.
2. Write out outlines, summations, and/or syntheses of reading assignments.
3. Other sources, such as scholarly articles, popular research-based articles, monographs, popular non-fiction, primary sources, will assigned for this course as well.

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HISTORY

ASSOCIATE IN ARTS FOR TRANSFER

Description

The Associate in Arts in History for Transfer degree provides students with the opportunity to complete their freshman/sophomore level classes needed for a Bachelor's degree in History within the California State University System. Upon completion of the Associate in Arts in History for Transfer degree, students will be able to use knowledge of the past and accumulated analytical and critical thinking skills to gain perspective on current social, political, and economic dynamics and apply any conclusions about the past and present to the process of creating better local, national, and global societies.

History is a study of the past. The past not only defines our lives, society, and the world we live in today, but shapes the pathway to the future. Students of history study individuals, groups, communities, nations, people, and cultures from different times and places. Many different methods are applied to effectively learn about history. History students examine the past through different perspectives and apply various analytical techniques to raise questions and think critically about the past. In addition to learning about amazing events, history provides us with a better understanding of our present lives.

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

- Completion of 60 semester units or 90 quarter units 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.
- 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.
- A minimum of 18 semester units or 27 quarter units in a major or area of emphasis, as determined by the community college district.

Program Learning Outcomes

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

1. Upon completion of the program, students will analyze evidence of key turning points in history.
2. Upon completion of the program, students will examine the experiences of people upon global development.
3. Upon completion of the program, students will recognize the impact of historical events on contemporary issues.

Program Requirements:

Core: **Course Block Units:** (6 Required)

HIST17A	United States History	3
HIST17B	United States History	3

List A: Select six (6) units from the following: **Course Block Units:** (6 Required)

HIST4A or	Western Civilization	3
HIST5A	World Civilizations	3
HIST4B or	Western Civilization	3
HIST5B	World Civilizations	3

List B: Select three (3) units from Group 1 and three (3) units from Group 2.   **Course Block Units:**

Group 1: Select HIST 5A-World Civilizations or HIST 5B-World Civilizations if not already used in List A OR select one course from the following: **Course Block Units:** (3 Required)

HIST7	Indians of North America	3
HIST14	Asian-American History	3
HIST15	Mexican-American History	3
HIST16A	African-American History To 1865	3
HIST16B	African-American History	3
HIST29	Women in American History	3

Group 2 Select any course from List A if not already used or select one course from the following: **Course Block Units:** (3 Required)

ANTHR2	Cultural Anthropology	3
ECON1A	Elementary Economics-Macro	3
ECON1B	Elementary Economics-Micro	3
HUMAN10	Introduction To Western Humanities	3
HUMAN11	Art, Literature and Music in Humanities	3
POLSC1	Introduction To American Government	3
POLSC2	Comparative Politics	3
SOCIL1	Introduction to Sociology	3
SOCIL5	Sociology of Race and Ethnicity	3
HUMAN31 or	Asian-American Humanities & Cultures	3
ASIAN31	Asian-American Humanities and Cultures	3

Total: 18

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: VETT 8
Full Course Title: Large Animal Care and Nursing
Short Title: Lrg An Nurs
TOP Code: -
Effective Term: Spring 2009

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

- Veterinary Technology

Course Description

Principles of large animal medicine, surgical nursing and equine field service including performance of a complete physical examination, acquisition of an medical history, animal restraint, clinical aspects of reproductive management, knowledge of various diagnostic and therapeutic procedures, laboratory sample collection, bandaging, and emergency treatment. Additionally surgical and obstetrical procedures and instruments, herd health, economics, and lameness topics for equine and livestock will be covered.

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. The Importance of Livestock

2. Livestock Safety and Handling
3. Livestock Reproduction
4. Daily Hospital Responsibilities
5. Admissions, Medical Records and Physical Exams for Large Animals
6. Husbandry Clinical Procedures, Surgery and Common Diseases of Equines
7. Husbandry, Clinical Procedures, Surgery and Common Diseases of Bovines
8. Husbandry, Clinical Procedures, Surgery and Common Diseases Ovine and Caprine
9. Husbandry, Clinical Procedures, Surgery and Common Diseases of Camelids

Objectives

1. Identify common large animal nutritional and clinical diseases and the role of the veterinarian and veterinary technician in the treatment of these diseases by: a. Summarize the common diagnostic procedures used in large animal medicine. b. Identifying the instruments required for obtaining samples used in common diagnostic procedures in large animal medicine. **Requires Critical Thinking**

2. Explain the use of vaccine and de-worming programs related to a large animal preventative medicine program by: a. Discuss the clinical diseases for which large animals will be vaccinated. b. Explain the time period for vaccinations and routine de-worming programs. c. Identify the common instruments used for maintaining an adequate herd health program. **Requires Critical Thinking**

3. Compare and contrast the characteristics for various prions, viruses, bacteria, protozoans, and multicellular parasites in large animal practice. **Requires Critical Thinking**

4. Evaluate and apply the proper methods of disease control necessary in sample scenarios or case studies. **Requires Critical Thinking**

5. Develop a network of colleagues through interaction with other course participants with whom you can share ideas and resources relevant to large animal practice.

Student Learning Outcomes

1. Upon completion of this course, the student will be able to demonstrate entry-level knowledge of livestock husbandry techniques to include safe restraint, handling, care, and feeding.
    ◦ **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 demonstrate entry-level understanding of the basic clinical and surgical procedures common to equine, bovine, porcine, ovine/caprine, camelid, and poultry species.
    ◦ **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
3. Upon completion of this course, the student will be able to describe the livestock industry and its contribution to human health, the economy, and personal empowerment.
    ◦ **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  DE-Hybrid

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments
Writing Assignments
Other Assignments

Demonstrate a broad understanding of scientific literature, technical writing, creative writing of large animal medicine as a discipline.

Write essays, including research-based writing, demonstrating academic rhetorical strategies and documentation concerning large animal medicine.

Analyze and evaluate assigned and researched text articles.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Holtgrew-Bohling, K. *Large Animal Clinical Procedures for Veterinary Technicians,* 2nd ed. Elsevier Mosby Publishing, 2012, ISBN: 978-0-323-07732-3
2. Rockett and Christensen. *Case Studies in Veterinary Technology: A Scenario-Based Critical Thinking Approach,* 1st ed. Rockett House Publishing , 2011, ISBN: 10: 061543505X

Other:

1. All assignments must be compiled and submitted using Microsoft Word, PowerPoint, and/or Excel version 2003 or later.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 19A
Full Course Title: Introduction to Commercial Art
Short Title: Intro to Comm Art
TOP Code: 1013.00 - Commercial and Advertising Art*
Effective Term: Spring 2015

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

Introduce the student to a broad range of assignments to acquaint the student with the unselfish use of their skills to solve the needs of a client and use principles of computerized drawing and design. Using the basic concepts, drawing tools, and vocabulary of Adobe CS6 Design & Web Premium, which includes: Photoshop CS6 Extended, Illustrator CS6, InDesign CS6, Dreamweaver CS6, Flash Professional CS6, Fireworks CS6, Acrobat X Pro, Bridge CS6, and Media Encoder CS6.

Conditions of Enrollment

Advisories

- **Computer Literacy - recommended basic computer skills**

Content

Course Lecture Content

1. Introduction to Illustration.

    a. Planning the advertising image to aim at a specific audience.

    b. Business aspects of commercial art.

2. "Spot" Illustration techniques.

    a. Different mediums.

    b. Style of techniques

    c. Effective simplification for communication impact.

    d. Color separation.

3. Introduction to production process:

4. Layout Design using Gestalt Principles.

5. Logos using Gestalt.

6. Lettering

    a. Finished constructed lettering.

    b. Direct Lettering.

    c. Type-set.

7. Developing a layout for production.

8. Introduction to simple technical illustration.

Course Lab/Activity Content

1. Create an advertising promotional piece - theme based, specified to a particular consumer target group, start with a logo, company name, business card, letterhead Create a bi-fold, trifold brochure, color emphasis to unify elements throughout Create a package design for an existing product or an imaginary one.

2. Critique and review of ideas for project work, from conceptual idea to final finished concept.

3. Create a final portfolio from in class assigned work for graphic arts employment review

Objectives

1. Conceptual idea sketches. **Requires Critical Thinking**

2. Science Fiction Basic Form Illustration.

3. Fashion Illustration.

4. Athletic Action Figure Anatomy Drawing for Ad Layout Comprehensive. **Requires Critical Thinking**

5. 50 Figures Drawing to Gain Confidence in Figure Indication for Storyboarding.

6. Calligraphy and Lettering for Comprehensives and Signs. **Requires Critical Thinking**

7. Logo, Business Card, Letterhead, and Envelope Design. **Requires Critical Thinking**

8. Poster and Billboard Design. **Requires Critical Thinking**

9. Three Ad Campaign Layouts for Franzia Wine. **Requires Critical Thinking**

10. A four page Bradbury Home Brochure Layout. **Requires Critical Thinking**

11. Study of different Line Quality's for Executing Illustrations. **Requires Critical Thinking**

12. A Book Illustration for a Short Story (Part A). **Requires Critical Thinking**

13. A Book Illustration for a Short Story (Part B). **Requires Critical Thinking**

14. Scientific Illustration. **Requires Critical Thinking**

15. Android Skull Illustration for Publication. **Requires Critical Thinking**

16. Portfolio of semester's work and study of Basic Business Habits. **Requires Critical Thinking**

Student Learning Outcomes

1. Upon completion of this course, students will use complete a portfolio of work for professional review.
2. Upon completion of this course, students will use language and terminology effectively to critique in class graphic arts project work.
3. Upon completion of this course, students will complete effective portfolio projects using Adobe computer graphics software skills.

Methods of Instruction

- **Laboratory**
- **Lecture/Discussion**
- **Other**
  Instruction in graphic arts software.

Assignments

Reading Assignments
Writing Assignments

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Participation**
- **Portfolio**
- **Problem Solving Exercises**
- **Quizzes**
- **Research Project**
- **Skills Demonstrations/Performance Exam**
- **Other**
  Attendance

Course Materials

Textbooks:

1. Landa Robin, Gonnella Rose, & Steven Brower. *2D: Visual Basics for Designers,* 1st ed. Delmar Cengage Learning, 2006, ISBN: 9781418011604

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 19B
Full Course Title: Commercial Art: Illustration
Short Title: Comm Art Illust
TOP Code: 1013.00 - Commercial and Advertising Art*
Effective Term: Spring 2015

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

Studio practice in the basic concepts and techniques of commercial illustration, using typical projects that occur in employment situations. Stress on various media, portfolio, and camera ready work.

Conditions of Enrollment

Satisfactory completion of: ART 19A

Advisories

- **Computer Literacy - recommended basic computer skills**

Content

Course Lecture Content

1. Introduction to Illustration
    a. History & purpose of illustration
    b. Making illustration camera ready for printing
    c. Basic concepts for audience appeal
    d. Exploring metamorphic & surrealistic trends in today's illustrations
2. Exploring Drawing Principles
    a. Controlling the value scale

b. Contour & model drawing
c. Use of thumbnail drawings
d. Combining & expanding ideas
3. Illustration projects and use of techniques in
    a. Black & white
    b. Color
    c. Experimental media: pen & ink, scratchboard, inkwash, graphite, color felt pens, crayon, tempera, & collage
    d. Computer imaging
4. Project exploration of story illustration, spot illustrations, record jackets, political magazine articles, cookbooks, technical scientific illustrations, children's books, newspapers, etc.

Course Lab/Activity Content

Examine and describe historical and contemporary developments in approaches to graphic arts.

Create an entire advertising promotional piece - theme based, specified to a particular consumer target group, start with a logo, company name, business card, letterhead or continue to create illustrations by way of further developing drawing skills through principles/elements of art, in conjunction with mediums (or mixed) and prepare a final portfolio.

Review; spell check, frequent saving, resize, organize: create files for specific folders, keyboard shortcuts. Setup pages for typography project. Identify, use computer applications and peripherals in graphic design utilize grid on cutting d prepare final portfolio.

Objectives

1. Acquire an understanding of Commercial Art and Illustration and its relationship to Graphic design. ****Requires Critical Thinking****

2. Explore computer applications Illustration as they apply to Graphic Design. ****Requires Critical Thinking****

3. Demonstrate basic skills of drawing in order to produce conceptually effective illustrations aimed for a consumer audience. ****Requires Critical Thinking****

4. Explore techniques of the various media used in Illustration. ****Requires Critical Thinking****

5. Prepare work for professional portfolio presentation. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course students will be able to create a portfolio of work in editorial publishing, Humanoid and animal forms for animation, video games, animation, web site design format and creation.
2. Upon completion of this course, students will be able to demonstrate proficiency with software use in Adobe in Design Suite CS6.
3. Upon completion of this course, students will be able to assess, analyze and evaluate portfolio work and the work of others through in class critiques and through advanced concepts in commercial arts design.

Methods of Instruction

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

Assignments

Methods of Evaluation

- **Exams**
- **Homework**
- **Laboratory Assignments**
- **Oral Tests/Class Performance**
- **Portfolio**

Course Materials

Textbooks:

1. Adobe Creative Team. *Adobe InDesign CS6 Classroom in a Book,* Adobe Systems Inc., 2012, ISBN: 100321822498
   Equivalent text is acceptable

Manuals:

1. Berrymen, Greg. *Notes on Graphic Design & Visual Communication ,* 3rd ed. W.M. Kaufman, 1991, ISBN: 1560520442
   Equivalent text is acceptable

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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

Students will explore basic printmaking techniques, intaglio, relief, planographic and stencil based printmaking techniques. Students will become familiar with general process and be able to create artwork and view historical examples while using each of these techniques. Students will learn safe and correct use of printmaking materials, equipment and good practices for working in a studio space with others. Students will learn printmaking studio vocabulary and begin to critique their own work and the work of others. At the conclusion of the class students will be able to print a consistent edition of prints.

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.
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Assignments

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

Students will develop expertise in techniques covered in art 15A. Students will learn new advanced printmaking techniques such as solar plate intaglio, mezzotint and screenprinting with photo emulsion. Students will develop an ability to use printmaking to create original and meaningful content and imagery. Students will learn to work with color and create images using multiple plates.

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.

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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