

d. Introduction to Cells, Organs and Systems

e. Histology

## II. Support and Movement

A. The Integumentary System

B. The Skeletal System

C. Articulations

D. The Muscular System

## III. Maintenance of Body

A. The Cardiovascular System

B. The Lymphatic System

C. The Respiratory System

D. The Digestive System

E. The Urinary System

## IV. Continuation of the Species

A. The Reproductive Systems

B. Embryology

## V. Integration and Coordination

A. The Endocrine System

B. The Nervous System

C. The Special Senses

VI. Comparison of normal versus diseased, injured or age-related structural changes in the organs and systems

## VII. Laboratory Activities

A. Identification of microscopic cells, tissues and specified structures

B. Identification of bones and the bony features

C. Identification of internal organs on models, animal specimens, and the cadaver

D. Dissection of selected animal organs and observation of dissected organs

E. Dissection of organisms and observation of dissected organisms

F. Identification of specified structures on models, animal specimens, and the cadaver

---

## Objectives

1. Describe key structural features of various human cell types.

2. Describe the origins of the adult body plan, major tissues and organs by summarizing the development of

the zygote and embryo.

3. Compare, contrast, and identify the major tissues of the body using prepared histological slides, models and specimens of animal tissues. **\*\*Requires Critical Thinking\*\***
  4. Compare, contrast, and describe the functional anatomy of the major body tissues using prepared histological slides, models and specimens of animal tissues. **\*\*Requires Critical Thinking\*\***
  5. Compare, contrast, and describe the functional anatomy of the organs and organ systems using histological slides, models and animal dissections. **\*\*Requires Critical Thinking\*\***
  6. Identify and describe the basic functional anatomical relationships between the tissues, organs and organ systems. **\*\*Requires Critical Thinking\*\***
  7. Make structural and functional relationships at the cellular through the systemic levels of organization. **\*\*Requires Critical Thinking\*\***
  8. Describe anatomical changes that occur in disease, injury or aging of the human body and its systems.
  9. Demonstrate knowledge and use of descriptive anatomical terms.
- 

## Student Learning Outcomes

1. Identify and describe several structural/functional relationships regarding cells, tissues, organs or systems within the human body.
    - **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. Describe the Anatomical position (eg: what it is; what are the exact positions of the body parts in relation to one another and to the environment), and explain why it is important in the study of Human Anatomy.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  3. Describe the levels of structural organization in the human body. Students will need to explain each level (while giving examples) and describe their relationship to life.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  4. Describe, in general, what an organ system is. Students must also describe the components (eg: structures and organs) and basic functions of all 11 body systems.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Distance Education

### Delivery Methods

- Hybrid
    - Some lab/activity hours will be online
    - All lecture hours will be online; lab/activity hours will be face-to-face
-

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

The typical reading assignments include reading chapters from the lecture textbook and specific assigned readings from the laboratory manual that correspond with the prepared laboratory worksheet assignments. These assignments are completed both inside and outside class.

Writing assignments predominantly involve completion of laboratory worksheets designed to correspond with each laboratory session. These exercises include fill in the blank, short answer questions, essay questions, diagram labeling, drawing and labeling anatomical structures, true/false questions, completion of tables and charts, calculations, and matching exercises.

Each course lecture exam includes several essay questions to write upon. An example of some typical essay questions are:

What are the general characteristics shared by all epithelial tissue? Thoroughly describe each characteristic.

What is an organ system? Completely describe the components and functions of 4 organ systems.

What are the levels of structural organization in the human body? Explain each level, their relationship to life or a living organism.

---

## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Quizzes**
  - **Research Project**
  - **Other**  
Laboratory Practical Exams
- 

## Course Materials

### Textbooks:

1. Elaine N. Marieb, Jon Mallett, Patricia Brady Wilhelm. *Human Anatomy*, 8th ed. Pearson Education, Inc, 2017, ISBN: 978-0-13-424381-8

### Manuals:

1. Elaine Marieb, Susan Mitchell, Lori Smith. *Human Anatomy Laboratory Manual*, 8th ed. Pearson Education, 2016, ISBN: 9780134255583  
**Equivalent text is acceptable**

### Other:

1. Human Anatomy Laboratory Reports to accompany above lecture and laboratory outlines and experiments. Prepared by Linda Staffero. Edited by Jeff Stollberg and Mandeep Grewal, all of Yuba College.
-

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 10  
**Full Course Title:** Introduction to Criminal Justice System  
**Short Title:** Intro CRJ System  
**TOP Code:** 2105.00 - Criminal Justice/Police Science\*  
**Effective Term:** Spring 2017

---

### 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

- Administration of Justice **Or**
- 

### Course Description

Overview of the history and philosophy of the U.S. justice system; study of the modern criminal justice system and its components, law enforcement, courts, and corrections; identifying the roles of the various professionals within the system and their interrelationships; analysis of legal issues; study of theories of crime causation, punishment, and rehabilitation.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Overview of the modern criminal justice system and criminal justice process
2. Historical development and evolution of the criminal justice system
3. Crime analysis and the scope of the crime problem in society
4. Crime causation theory
5. The roles of law enforcement and law enforcement services
6. The structure and roles of state and federal courts
7. The roles of corrections and correctional services

8. Legal issues in the criminal justice process
  9. Role expectations and professionalism of personnel employed in the Criminal Justice System
  10. Basis of crime statistics methods: Protocol and analysis
  11. Understanding the criminal justice system using the scientific method
    - a. Types of studies
    - b. Goals and limits of science
    - c. Critical thinking as consumers of scientific information as applied to the criminal justice system
- 

## Objectives

1. Develop an appreciation of education, training and professionalism in the criminal justice system.
  2. Demonstrate knowledge about the various agencies, their organization structure, and the role of each subsystem within the criminal justice system.
  3. Distinguish between scientific and non-scientific methods of understanding and analysis within the criminal justice system **\*\*Requires Critical Thinking\*\***
  4. Demonstrate differences in crime statistics methods, which include Uniform Crime Report, Data Driven Statistics with Brief Descriptor, and National Survey Tool regarding unreported crimes. **\*\*Requires Critical Thinking\*\***
  5. Explain the methods, theories, and concepts associated with the sources of crime data, the emerging patterns of criminal activity, and the costs of crime.
  6. Understand the history, development, and structure, and function of American police, courts, and corrections.
  7. Convey an understanding of the process of adjudication.
  8. Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails.
  9. Identify and describe special issues in the criminal justice system involving juvenile delinquency, drugs, and the future development.
  10. Critically analyze and discuss issues of crime and justice from varying perspectives. **\*\*Requires Critical Thinking\*\***
  11. Demonstrate the ability to raise critically relevant questions based on independent reading of criminal justice literature. **\*\*Requires Critical Thinking\*\***
  12. Demonstrate an understanding of the history, structure, and function of the police.
  13. Show an understanding of corrections including the roles of probation, parole, and community corrections; as well as the functions of prisons and jails.
  14. Analyze the cause and effects of crime causation and its social implications.
  15. Demonstrate an understanding of criminological theories used to explain crime and criminality.
  16. Understand the extent of the crime problem in America.
-

## Student Learning Outcomes

1. Upon completion of the course, the student will be able to summarize criminal case processing through the criminal justice system; the sequential order of criminal proceedings, and the role of each subsystem within the criminal justice system.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Upon completion of the course, analyze crime causation, recognize the elements within criminal statutes, and be familiar with criminal procedures utilized to enforce those statutes.
    - **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 recognize, understand, and acquire a sensitivity to the diverse cultures in our society and how this diversity impacts the criminal justice system.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Scenarios
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

**Citizen ride-a-long experience and public safety employee interview:** Once you've completed your ride-a-long, write a 3 to 4 page paper outlining your experience. Follow the same format as the Research Assignment – Career Possibilities. The narrative portion of your ride-a-long can be accomplished by utilizing one of the following:

- Write a brief description of the call(s) you responded to and then bullet each aspect of the call that you found interesting. (or)
  - Write your ride-a-long experience using an essay format; introduction-body-conclusion.
- 

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Schmallegger, Frank. *Criminal Justice - A Brief Introduction*, 12th ed. Pearson, 2018, ISBN: 13: 9780134548623  
**Equivalent text is acceptable**
-

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 11  
**Full Course Title:** Criminal Law  
**Short Title:** Criminal Law  
**TOP Code:** 2105.00 - Criminal Justice/Police Science\*  
**Effective Term:** Spring 2016

---

### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 3.0  
**Lecture hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

This course provides an analysis of the history, philosophy, and constitutional provisions of criminal law in the United States; study of common law, statutory law, and case law applicable to law enforcement, including exploration of crimes against persons, property, public peace, narcotics, and dangerous weapons. Special emphasis is placed on the classification of crime, the general elements of crime, and the definitions of common and statutory law. This course also includes information on prosecution and defense procedure, including criminal defenses, legal justifications, and burdens of proof. This course utilizes case law and case studies to introduce students to criminal law. (L)

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A

**Course is Open Entry/Open Exit**

---

### Content

#### Course Lecture Content

1. Legal, philosophical and historical development of criminal law.
2. Modern sources of criminal law.
3. The classification of crimes.
4. The corpus delicti and elements of specific crimes.
5. Crimes against property.

6. Crimes against persons.
  7. Laws of arrest.
  8. Narcotics violations.
  9. Dangerous weapons violations.
  10. Obstruction of justice violations.
  11. Violation of public peace.
  12. Fundamentals of the Adversarial System
  13. Criminal Defenses and Justifications.
  14. Legal research and methodology.
- 

## Objectives

1. Respond to stated evaluation criteria regarding the historical perspective, cultural evolution, and the origin of criminal law.
  2. Demonstrate the ability to cope with operational experiences by recognizing criminal behavior and applying definitions and concepts to relevant legal codes in the administration of justice.
  3. Locate relevant statutes and legal cases based upon a deductive and/or inductive analysis. **\*\*Requires Critical Thinking\*\***
  4. Understand and interpret judicial opinions in the form of legal case briefs and utilize as a source of procedural law in determining the meaning and effect of constitutional and statutory provisions. **\*\*Requires Critical Thinking\*\***
  5. Demonstrate proper legal research methodology by preparing case briefs.
  6. Explain the adversary system and sources of criminal law.
  7. Identify the general elements of crime.
  8. Explain capacity to commit crime, crime causation, and culpability.
  9. Explain and discuss criminal defenses, legal justifications, and burdens of proof.
  10. Classify crimes according to severity.
  11. Explain the concept of lesser included offenses.
  12. Critically analyze various components of our system of criminal law. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of the course, the student will demonstrate the ability to recognize specific criminal behavior and to apply the appropriate legal statute(s), demonstrating sound judgment based upon deductive and/or inductive analysis.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of the course, evaluate the complex legal aspects of criminal procedures, constitutional law, statutory law and case law.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of the course, identify and explain the purpose and authority of the local, state, and federal court systems.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.



---

## Methods of Instruction

- **Lecture/Discussion**
- **Other**  
Legal case brief analysis

---

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

Legal case brief analysis, relevant article and/or book reports, short essays, and scenario problems and exercises.

---

## Methods of Evaluation

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

Legal case brief analysis assignments and written research assignments; tests, classroom participation, short essay quizzes and exams, objective quizzes and exams, oral presentations.

---

## Course Materials

### Textbooks:

1. Worrall. *Criminal Law (Justice Series)* , 2nd ed. Pearson, 2018, ISBN: 9780134559094  
**Equivalent text is acceptable**

### Other:

1. Printed lecture outlines, scantron forms.

---

Generated on: 3/6/2019 5:24:50 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 13  
**Full Course Title:** Evidence  
**Short Title:** Evidence  
**TOP Code:** 2105.00 - Criminal Justice/Police Science\*  
**Effective Term:** Spring 2016

---

### Course Standards

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

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

This course examines categories of evidence and legal rules governing its admission and exclusion in the criminal process; the origin and development of evidentiary law; and the study of both codified evidentiary law and applicable court decisions. Specific topics include, types of evidence, the judicial process, the admission and exclusion of evidence, legal standards of proof, direct and circumstantial evidence, testimonial evidence and witness competency, the hearsay rule and its exceptions, demonstrative evidence, judicial notice, and issues relating to search and seizure.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A

**Course is Open Entry/Open Exit**

---

### Content

#### Course Lecture Content

1. The evolution of evidence law.
2. The model evidence code.
3. Types of evidence.

4. The criminal process.
  5. The court process.
  6. Testimonial evidence and witness competency.
  7. Direct and circumstantial evidence.
  8. Crime scene evidence and the chain of custody.
  9. Documentary evidence.
  10. Hearsay evidence.
  11. privileged Communication
  12. Issues of search and seizure.
  13. The exclusionary rule and point of admissibility.
  14. Identification Procedure
  15. Legal case studies.
- 

## Objectives

1. Discuss conceptual knowledge of the rules of criminal evidence, legal definitions and concepts of evidentiary law.
  2. Evaluate the various kinds of evidence concerning social viability and admissibility in court.
  3. Relate legally admissible evidence to a criminal violation.
  4. Prepare a written report demonstrating deductive and/or inductive insights from the analysis of a legal issue. **\*\*Requires Critical Thinking\*\***
  5. Critically evaluate and apply the rules of evidence to specific case facts. **\*\*Requires Critical Thinking\*\***
  6. Identify and differentiate various types of evidence.
  7. Define and describe key rules of evidence.
- 

## Student Learning Outcomes

1. Upon completion of the course, the student will demonstrate the ability to correctly analyze and interpret relevant search and seizure issue(s) as outlined in published judicial opinions; identifying main issue(s) and determining the effect of the court's ruling on the admissibility of evidence.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Upon completion of the course, analyze and explain relevant rules of evidence through each stage of the criminal justice process.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  3. Upon completion of the course, analyze real and hypothetical situations and justify the admissibility of evidence.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  4. Upon completion of the course, evaluate the admissibility of evidence based on current case law.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Lecture/Discussion**
- **Other**  
legal case brief analysis

---

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

The student will attend at least one court session and complete a written report on their observation. The report must contain the following information: The date and the beginning and ending time of the observation; the department and the presiding judge; describe the type(s) of court proceeding(s) e.g., Jury Trial, Preliminary Hearing, Arraignment, Sentencing Hearing; list the members of the courtroom workgroup; and provide a brief summary of the proceedings and identify (5) evidentiary issues found in the textbook and/or discussed in class.

---

## Methods of Evaluation

- Exams
  - Homework
  - Oral Tests/Class Performance
  - Participation
  - Quizzes
  - Research Project
  - Other
- Legal case brief analysis/assignments.

---

## Course Materials

### Textbooks:

1. Britz, Marjie. *Criminal Evidence*, 2nd ed. Pearson, 2018, ISBN: 9780133598339  
**Equivalent text is acceptable**

### Other:

1. Printed Lecture Outlines

---

Generated on: 3/6/2019 5:24:53 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 14  
**Full Course Title:** Criminal Justice Process  
**Short Title:** Criminal Process  
**TOP Code:** 2105.00 - Criminal Justice/Police Science\*  
**Effective Term:** Spring 2016

---

### Course Standards

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

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

Analysis of legal processes from pre-arrest through trial and appeal, sentencing, and corrections procedures utilizing statutory law and state and constitutional law precedents.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A

**Course is Open Entry/Open Exit**

---

### Content

#### Course Lecture Content

1. Overview of the criminal justice system.
2. Overview of the criminal process.
3. Historical development and evolution of the criminal justice system and criminal justice process.
4. The primary sources of criminal procedural law - Constitutional Law, Statutory Law and Case Law
5. The structure and role of state and federal courts.
6. Legal case brief analysis.
7. Fourteenth Amendment Jurisprudence; the right of Due Process and other 14th Amendment principles

8. Fourth Amendment Jurisprudence: the law of search and seizure and other 4th Amendment principles.
  9. Fifth and Sixth Amendment Jurisprudence; the Miranda decision and other 5th and 6th Amendment principles.
  10. Eighth Amendment Jurisprudence; cruel and unusual punishment and other 8th Amendment principles.
  11. Sentencing process and procedure.
  12. Special evidentiary restrictions and liability issues in criminal justice process and procedure.
  13. Role expectations of personnel employed in the criminal justice system.
- 

## Objectives

1. Identify and describe each stage of the criminal process.
  2. Demonstrate knowledge about the various agencies, their organization structure, and role of each subsystem within the criminal justice system.
  3. Understand the importance of case law as a source of legal procedure and have a basic ability to interpret important judicial opinions in determining the meaning and effect of constitutional and statutory provisions.
  4. Analyze legal concepts and make rational decisions about the prosecution of a case through the legal system. **\*\*Requires Critical Thinking\*\***
  5. Develop an appreciation of education, training and professionalism in the criminal justice system.
  6. Identify and critically analyze the concepts of due process as found in the 6th, 8th, and 14th Amendments, including right to counsel, bail, jury trial, and due process. **\*\*Requires Critical Thinking\*\***
  7. Describe the history and application of the exclusionary rule in shaping criminal procedure.
  8. Describe application of the right to counsel in a criminal case.
  9. Describe application of the right to a jury trial.
  10. Critically analyze the constitutionality of searches, seizures, admissions and confessions. **\*\*Requires Critical Thinking\*\***
  11. Describe what constitutes an unreasonable search and seizure.
  12. Describe the Miranda decision and the privilege against self-incrimination.
- 

## Student Learning Outcomes

1. Upon completion of this course, students will identify legal concepts involving operations within the criminal justice system.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, students will analyze legal concepts and make rational decisions about the prosecution of a case through the legal system.
  - **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 the basic processes in the different agencies of the system and articulate logically the correct steps in preparing a case.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
4. Upon completion of this course, students will be able to demonstrate the ability to evaluate the validity and strength of the arguments in a legal case brief decision and orally present the argument to others.
  - **Communication** Students will effectively use language and non-verbal communication consistent

with and appropriate for the audience and purpose.

---

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
legal case brief analysis
- 

## Assignments

**Reading Assignments**

**Writing Assignments**

**Other Assignments**

Case Analysis, scenarios, presentations.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Worrall, John L. *Criminal Procedure (Justice Series)*, 3rd ed. Pearson, 2018, ISBN: 9780134548654  
**Equivalent text is acceptable**
- 

Generated on: 3/6/2019 5:24:58 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 15

**Full Course Title:** Criminal Investigation

**Short Title:** Crim Inv

**TOP Code:** 2105.00 - Criminal Justice/Police Science\*

**Effective Term:** Spring 2016

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 54.0

**Lecture hours:** 54.0

**Hours outside of class:** 108.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

Addresses procedures and concepts as applied to criminal investigations, including surveillance; crime scene response management; and identification, collection, and processing of physical evidence. Covers U.S. Constitution and Statutory/ Case Law; interview /interrogation processes and techniques; identifying information sources; procuring search warrants; serving search warrants; exceptions to the search warrant rule, and court processes. Emphasis is placed on developing the student's capacity to analyze specific situations and identify sound ethical investigative procedures.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Crime scene management
2. Interview vs. Interrogation
3. Documentation and collection of physical evidence
4. Provisions within the 4th and 5th Amendments of the U.S. Constitution.
5. Evidence and crime lab processing



6. Technology advancements leading to effective Criminal Investigations
  7. Why evidence is excluded from court proceedings
  8. Criminal trial process
  9. Code of ethics and the related challenges
  10. Informational resources and analyzing data
- 

## Objectives

1. Identify and explain the role of documentation in the criminal investigative process.
  2. Recognize, identify and explain the implications of a given piece of evidence in a criminal process.  
**\*\*Requires Critical Thinking\*\***
  3. Identify critical ethical issues relating to criminal investigation.
  4. Describe successive evolutionary stages of the criminal investigative process.
  5. Identify procedures for first responders to crime scenes.
  6. Describe the duties related to the basic functions of crime scene management (management control, evidence search and processing, general area investigation).
  7. Identify role of forensic examination in a criminal investigative process.
  8. Compare and contrast the legalities and strategies of interview and interrogation. **\*\*Requires Critical Thinking\*\***
  9. Identify key information sources/data systems, analyze data findings and compare and contrast to criminal investigations. **\*\*Requires Critical Thinking\*\***
  10. Explain the role of the investigator in the judicial process.
- 

## Student Learning Outcomes

1. Upon completion of this course, students will be able to demonstrate the ability to identify, analyze, and evaluate evidence in a systematic and methodical manner in order to establish that a crime has been committed.
  2. Upon completion of this course, students will be able to apply case law to determine whether or not a Miranda admonition is necessary during a variety of learning activities and scenarios.
  3. Upon completion of this course, students will be able to recognize criminal behavior and be able to identify and apply the appropriate legal statutes, demonstrating sound judgement, deductive and or inductive analysis.
- 

## Methods of Instruction

- Lecture/Discussion
  - Other  
Scenarios
- 

## Assignments

Reading Assignments  
Writing Assignments  
Other Assignments

1. Research Assignment: Topic area: New innovative technology that is enhancing criminal investigations.
- 

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Lyman, Michael D. *Criminal Investigation: The Art and The Science*, Eighth Edition ed. Pearson, 2017, ISBN: 978-0-13-411527-6  
**Equivalent text is acceptable**
- 

Generated on: 3/6/2019 5:25:16 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 16  
**Full Course Title:** Police Operations  
**Short Title:** Police Ops  
**TOP Code:** 2105.00 - Criminal Justice/Police Science\*  
**Effective Term:** Fall 2008

---

### 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

- Administration of Justice
- 

### Course Description

Philosophy, functions, organization, duties, and analysis of police operational functions including public service responsibilities and special police problems.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Mission and Service of Police Agencies
2. Organization
3. Support Functions
4. Patrol Functions
5. Traffic Functions
6. Vice & Organized Crime
7. Investigative Functions
8. Special Community Problems

---

## Objectives

1. Identify the major purpose and types of police patrol.
  2. Describe the various methods of police patrol, showing the advantages and disadvantages of each.
  3. Develop an awareness of the various hazards prevalent when answering police calls for service.
  4. Demonstrate tactics and techniques used when making traffic pullovers.
  5. Demonstrate the proper communication procedures used by police patrol.
  6. Describe Community Oriented Policing concepts.
  7. Scenario exercises **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will be able to justify why patrol officers are the "backbone" of modern law enforcement in America today.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  2. Upon completion of this course, students will be able to present and defend why community policing is an effective crime fighting philosophy in the United States.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, student will be able to create a list of similarities and differences between an interview and an interrogation.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 

## Methods of Instruction

- **Lecture/Discussion**
- **Other**  
Readings; scenerios

---

## Assignments

### Reading Assignments

Students will read various chapters in the text and then use the information in scenario based learning activities to show what they have learned and to improve their subject knowledge.

### Writing Assignments

Students will prepare a number of written assignments to show their knowledge in a variety of areas and to improve their written communication skills.

---

## Methods of Evaluation

- Exams
  - Participation
  - Quizzes
- 

## Course Materials

### Textbooks:

1. Thomas Adams. *Police Field Operations*, 8th Edition ed. Pearson, 2017, ISBN: 9780135050491  
**Equivalent text is acceptable**

### Other:

1. Scantron forms
- 

Generated on: 3/6/2019 5:25:19 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 19

**Full Course Title:** Multicultural Communities and the Justice System

**Short Title:** Multi Comm/Justice

**TOP Code:** 2105.00 - Criminal Justice/Police Science\*

**Effective Term:** Fall 2016

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 54.0

**Lecture hours:** 54.0

**Hours outside of class:** 108.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

Examines the complex relationship between multicultural communities and the criminal justice system, analyzing cultural differences and strategies to effectively address crime related issues. Addresses potential societal barriers involving race, ethnicity, gender, religion, sexual orientation, age, social class, culture and the evolution of the law enforcement profession in understanding how relationships are developed, maintained, and changed to meet ethnic and minority group needs. Additional topics include multicultural representation in law enforcement, cross-cultural communication, community policing, and restorative justice principles.

---

### Conditions of Enrollment

#### Advisories

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

Students should be advised this course is taught in the English language. A knowledge of basic language skills increases the student's ability to successfully complete the required coursework, assignments, and assessments. It is suggested the student meet basic college level language requirements before, or in conjunction with enrollment in the course.

#### Course is Open Entry/Open Exit

---

### Content

#### Course Lecture Content

## **A. Impact of Cultural Diversity and the Justice System**

1. Multicultural communities: challenges for the criminal justice system
2. The changing law enforcement agency: a microcosm of society
3. Multicultural representation in the criminal justice system
4. Cross-culture communication

## **B. Community Relations and Potential Barriers**

1. How personal experience affects citizen perception
2. How multicultural youth perceive the justice system

## **C. Development of Community Participation**

1. Identifying community stakeholders
2. Recognizing community values

## **D. Community Policing and Problem Solving**

1. Analyzing and identifying strategies to community problems
2. Evaluating effectiveness (crime statistics and public feedback)

## **E. Multicultural and Minority Issues within the Justice System**

1. Asian/Pacific Americans
2. African Americans
3. Latino/Hispanic Americans

## **F. Response Strategies: Crimes Motivated by Hate/Bias and Racial Profiling**

1. Hate/Bias crimes: insights and response strategies
2. Hate/Bias crimes: reporting and tracking
3. Racial profiling

## **G. Multicultural Law Enforcement Elements in Terrorism and Homeland Security**

1. Overview, response strategies, and multicultural communities
2. Law enforcement in homeland security and disaster preparedness

## **H. Cultural Effectiveness for Placeholders within the Criminal Justice System**

1. Emerging strategies, roles, and technology to enhance communication between members of the justice system and members of different multicultural/ ethnic heritage

---

## **Objectives**

1. Analyze how community perceptions of the justice system have been shaped by historical relations between the system and different cultural and minority groups within the community (e.g., class, race, gender, religion, disability, sexual orientation, age, etc.). **\*\*Requires Critical Thinking\*\***
2. Assess demographics involving culturally diverse communities as they interact with the criminal justice

system. **\*\*Requires Critical Thinking\*\***

3. Recognize and identify the barriers impeding good police-community relations.
  4. Explain the relationship between law and culture, and the role of race, culture, sex, and religion in shaping attitudes toward justice institutions and law.
  5. Identify key cultural value areas that present the greatest potential for conflict between community members and the justice system professionals.
  6. Evaluate the effects of the history of policing on current community relations. **\*\*Requires Critical Thinking\*\***
  7. Analyze and identify community based problems and articulate potential solutions. **\*\*Requires Critical Thinking\*\***
  8. Analyze the police subculture and its effects on individual officers as well as law enforcement practices in general. **\*\*Requires Critical Thinking\*\***
  9. Critique law enforcement problem solving strategies to address community needs.
  10. Identify community policing "best practices" strategies that address multicultural and minority issues.
  11. Assess demographics of the culturally diverse community and compare multicultural and minority representation within law enforcement. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course students will be able to demonstrate the ability to identify and apply the key elements for developing trust between community partners, including: truth, respect, understanding, support, and teamwork.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  2. Upon completion of this course students will be able to describe how community perceptions of the justice system have been shaped by historical relations between the system and different cultural and minority groups within the community (e.g., class, race, gender, religion, disability, sexual orientation, age, etc.).
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
  3. Upon completion of this course students will be able to analyze standard police practices with regard to multiculturalism and how those practices affect police-community relations and perceptions.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
PowerPoint presentations, internet, films, guest speakers and group exercises.
- 

## Assignments

**Reading Assignments**  
**Writing Assignments**  
**Other Assignments**



- Research and bring to class (prepare and present to class for discussion) an article related to historical events, current news, or future issues related to multiculturalism and the justice system.
- Students will write a research paper in MLA format, identifying key cultural values that present the greatest potential for conflict between community members and the justice system.

---

## Methods of Evaluation

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

\*In class group exercise \*Present to class for discussion; historical events, current news, or future issues related to multiculturalism and the justice system.

---

## Course Materials

### Textbooks:

1. Hunter, Barker and DeGuzman. *Police Community Relations and the Administration of Justice*, 9th ed. Pearson, 2018, ISBN: 9780134548043  
**Equivalent text is acceptable**

### Other:

1. U.S. Department of Justice Community Oriented Policing Services- [www.cops.usdoj.gov](http://www.cops.usdoj.gov)
2. Problem Analysis Module- [www.popcenter.org/learning/pam/](http://www.popcenter.org/learning/pam/)
3. Bureau of Justice Statistics Race/ethnicity <http://bjs.ojp.usdoj.gov/index.cfm?ty=tp&tid=922>

---

Generated on: 3/6/2019 5:25:03 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 20

**Full Course Title:** Juvenile Law and Procedures

**Short Title:** Juvenile Law

**TOP Code:** 2105.00 - Criminal Justice/Police Science\*

**Effective Term:** Spring 2016

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Lecture hours:** 54.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

This course is an examination of the origin, development, and organization of the Juvenile Justice system as it evolved in the American Justice system. The course explores the theories that focuses on Juvenile law, courts and processes, and the constitutional protections extended to juveniles administered in the American Justice system; organization, function, and jurisdiction of juvenile agencies; processing and detention of juveniles; juvenile case disposition; legal statutes, and court procedures.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Law in our society: Common law, Statutory law, and case law
2. History of the Juvenile Justice System
3. Constitutional Protections Afforded to Juveniles through Judicial Decisions
4. Our System of Courts
5. Juvenile Civil Law
  - a. Parent - Child relationship
  - b. Custody and legal residence
  - c. Guardianship and Adoption
  - d. Emancipation

- e. Marriage
- f. Torts and Contracts
- g. Driving a motor vehicle
- 6. Juvenile Court Procedures in California
- 7. Roles and Groups
  - a. Referee
  - b. Probation officer
  - c. Traffic hearing officer
  - d. Juvenile Justice Commission
  - e. Delinquency Prevention Commission
  - f. School Attendance and Review Board
- 8. Juvenile Law and Legal Codes
  - a. Welfare and Institutions Code
  - b. Penal Code
  - c. Vehicle Code
  - d. Education
  - e. Civil
  - f. Family

---

## Objectives

1. Explain both criminal and civil law and how they pertain to minors.
2. Describe the role and function of the California Juvenile Court and how minors are processed through the Juvenile Justice System
3. Define the role of the various legal personnel who come into contact with minors, such as peace officers, probation officers, attorneys, traffic hearing officers, and referees and judges.
4. Identify the elements of truancy, curfew, beyond parental control, child neglect and abuse, juvenile delinquency, and be able to describe the law pertaining to them. **\*\*Requires Critical Thinking\*\***
5. Apply California laws pertaining to juvenile delinquency and dependency to case studies.
6. Critically distinguish between delinquency, status offenses, and dependency. **\*\*Requires Critical Thinking\*\***
7. Critically analyze the distinctions between the adult and juvenile justice systems. **\*\*Requires Critical Thinking\*\***
8. Critically evaluate Constitutional protections extended to juveniles thru judicial decisions.

---

## Student Learning Outcomes

1. Upon completion of this course, students will be able to critically distinguish between delinquency status offenses and dependency and show competency in applying California law in multiple scenarios.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
2. upon completion of this course, students will be able to categorize and explain the steps in the juvenile justice system from arrest to disposition.
  - **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 be able to explain and justify why sentences involving rehabilitation are appropriate for juveniles and in what circumstances.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Scenarios
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

Daily document writing, written communication skills

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Alida V. Merlo. *Juvenile Justice System, The Delinquency, Processing, and the Law*, 8th ed. Prentice Hall, 2016, ISBN: 10: 0133754642  
**Equivalent text is acceptable**
- 

Generated on: 3/6/2019 5:25:23 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 21  
**Full Course Title:** Narcotics and Drugs  
**Short Title:** Narc. and Drugs  
**TOP Code:** 2105.00 - Criminal Justice/Police Science\*  
**Effective Term:** Spring 2016

---

### Course Standards

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

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

Analysis of narcotics and drugs, the physical effects of addiction, and the sociological problems of drug abuse. Students will be introduced to the concept of substance abuse and dependence, the definition of licit and illicit drugs, and the pharmacologic, neurologic and physiologic effects of selected substances on the human brain. Political, social and economic factors involved in the supply and demand for drugs will be discussed. Epidemiologic data on the prevalence, incidence, and trends of smoking, alcohol, prescription and other drug dependencies in the U.S. will be covered, as well as risk factors associated with the use and abuse of these substances. Current options for recovery and a survey of local resources will be reviewed.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A

**Course is Open Entry/Open Exit**

---

### Content

#### Course Lecture Content

1. Introduction to Drugs and Society.
2. The Drug Problem and Trends.

3. Pharmacological Classification of Drugs.
  4. Legal Classification of Drugs.
  5. The Physiological Effects of Drugs - How and Why Drugs Work.
  6. Physical Effects of Narcotics and Dangerous Drugs.
  7. Sociological Problems and Drug Abuse.
  8. Identification of Narcotics, Restricted Dangerous Drugs, and Drug Paraphernalia.
  9. Treatment Programs.
- 

## Objectives

1. Discuss the rules of evidence, legal definitions and concepts of narcotic and drug law.
  2. Analyze and describe the techniques of social control including correctional and treatment programs.
  3. Discuss the basic concepts of narcotic and drug abuse as they relate to behavioral factors.
  4. Discuss specific code violations when dealing with narcotic or drug abuse.
  5. Conduct scenario analysis and field interviews **\*\*Requires Critical Thinking\*\***
  6. Distinguish the difference between drug use, misuse and abuse
  7. Identify the factors associated with the use of specific substances of abuse, including populations at most risk based on age, sex, education, socioeconomic status, ethnicity, race and age at first initiation.
  8. Apply basic knowledge of drug laws to evaluate historical legal cases and situations related to substance abuse.
  9. Describe the neurological and physiological responses to various types of drugs.
  10. Describe the neurological and physiological short and long term consequences of substance use and abuse.
  11. Analyze the current public health perspective on the issue of substance abuse, including broad political, social and economic factors related to substance abuse.
- 

## Student Learning Outcomes

1. Upon completion of this course, the student will demonstrate the ability to accurately recognize and identify common observable signs and symptoms of substance abuse; and apply a reasonable legal analysis and interpretation of the indicators in order to establish that a crime of being under the influence of a controlled substance has been committed.
    - **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 define the eight drug categories under the Drug Abuse Recognition (DAR) system, and their effects on the central nervous system (CNS).
    - **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 analyze the impacts of illegal drug use on society.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Lecture/Discussion**

- **Other**  
Guest speakers and demonstrations
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

The student will interview a working professional currently employed in the field of law enforcement, corrections, healthcare, social services, education, etc. The student must then complete a written report on the interview. The report must contain the following information: The interviewees' position, background, and experience that provides special insight on the subject of substance abuse; the interviewees' opinion on the most commonly abused substance(s) in their community; specific elements of substance abuse that has the greatest impact on the community; information on special terminology used to describe the substance(s); how the substance(s) listed are normally packaged; preferred method(s) of administration of the substance(s); social problems associated with substance abuse; and the best approach or possible solution(s) for addressing the problem(s) of substance abuse in the community.

---

## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Research Project**
  - **Other**  
Field interview assignments.
- 

## Course Materials

### Textbooks:

1. Levinthal, Charles F.. *Drugs, Society, and Criminal Justice*, 4th ed. Pearson, 2016, ISBN: 9780133802580  
**Equivalent text is acceptable**

### Other:

1. Printed Lecture Outlines
- 

Generated on: 3/6/2019 5:25:06 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 30  
**Full Course Title:** Introduction To Corrections  
**Short Title:** Intro to Corr  
**TOP Code:** 2105.10 - Corrections\*  
**Effective Term:** Spring 2016

---

### Course Standards

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

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

This course provides the history, philosophy, and overview of corrections including probation, parole, and correctional institutions; critical analysis of punishment, the various types of punishment, alternatives to punishment, and the impact of punishment; a critical examination of the types of correctional institutions and the clients housed in each institution, and an examination of contemporary correctional issues.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Development and history of corrections.
2. Types of correctional facilities at the federal, state, and local levels.
3. The criminal process.
4. The correctional process.
5. The correctional offender
6. Jails and misdemeanors
7. Probation.



8. Prisons and correctional institutions.
  9. Custody and treatment.
  10. The effects of institutionalization.
  11. Community-based corrections.
  12. Special areas in corrections.
  13. Parole.
  14. Innovative programs in correctional facilities at the federal, state, and local levels.
  15. The future of corrections.
  16. Corrections as a career field.
- 

## Objectives

1. Define and summarize the historical development of the field of corrections.
  2. Identify the various phases of the correctional process and agencies that deal with the offender.
  3. Identify problems that exist among the agencies within the administration of justice system. **\*\*Requires Critical Thinking\*\***
  4. Describe treatment approaches for various types of offenders. **\*\*Requires Critical Thinking\*\***
  5. Specify the functions of probation, parole, and jobs related to each.
  6. Define and list courses and programs which will aid students in the field of corrections. **\*\*Requires Critical Thinking\*\***
  7. Specify the functions of jail and prison and the jobs related to each.
  8. Identify the innovative programs designed for specific Correctional Institutions and describe their impact on the Corrections client and society at large.
  9. Identify and describe the evolving philosophy of punishment within the Corrections sub-system of the Criminal Justice system.
  10. Identify and differentiate clients in each of the types of correctional institutions, the issues and challenges each type of client presents to a Correctional. **\*\*Requires Critical Thinking\*\***
  11. Identify the alternatives to punishment and describe their impact on the Criminal Justice system and society at large.
- 

## Student Learning Outcomes

1. Upon completion of this course, student will be able to demonstrate the ability to differentiate the various clients in each of the types of correctional institutions and to identify the issues and challenges each type of client presents to a correctional institution.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
2. Upon completion of this course, students will be able to compare and classify the characteristics of the various security levels of correctional institutions used in California.
  - **Communication** Students will effectively use language and non-verbal communication consistent

- with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
3. Upon completion of this course, students will be able to justify, present and defend reasons why new rehabilitation models may be more effective than incarceration in some situations.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Scenarios, Readings
- 

## Assignments

**Reading Assignments**

**Writing Assignments**

**Other Assignments**

Daily document writing and the demonstration of oral and written communication skills.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Allen, Harry E. *Corrections in America: An Introduction*, 14th ed. Prentice Hall, 2016, ISBN: 10: 0133591212  
**Equivalent text is acceptable**
- 

Generated on: 3/6/2019 5:25:28 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 31

**Full Course Title:** Criminal and Delinquent Behavior

**Short Title:** Crim Behv

**TOP Code:** 2105.00 - Criminal Justice/Police Science\*

**Effective Term:** Spring 2016

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 54.0

**Lecture hours:** 54.0

**Hours outside of class:** 108.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

An introduction to the study of criminology and crime causation; explores the causes of crime and delinquency by analyzing various social, psychological, and cultural factors. This course Introduces the student to the study of major types of criminal behavior, patterns of career offenders, and factors which contribute to the production of criminality and delinquency.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Human Behavior and Crime
2. Criminological Theory
3. The Classical and Neoclassical
4. Biological Theories
5. Psychological Theories
6. Psychobiological Theories
7. Sociological Theories

8. Social Process Theories
9. Conflict Theories
10. Emergent Perspectives
11. The Crime Picture

- A. Crimes against Persons
  - B. Crimes against Property
  - C. White- Collar and Organized Crime
  - D. Drug and Sex Crimes
- 

## Objectives

1. Specify the kinds of, and extent of, crime and delinquency in our society.
  2. Describe the causes of crime and delinquency as explained by sociological, psychological, and other points of view. **\*\*Requires Critical Thinking\*\***
  3. Identify society's attempts to typify, classify, and predict and control crime and delinquency in our society. **\*\*Requires Critical Thinking\*\***
  4. Describe and analyze specific types of delinquent behavior (as portrayed in films and case studies) and elucidate the probable underlying causative factors. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will demonstrate an understanding of how criminology theories are developed.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, students will be able to justify and defend how criminology theories are used to explain individual and collective deviant behavior.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  3. Upon completion of this course, student will be able to explain and identify why mental illness is a contributing factor in a variety of different criminal behaviors in America.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Scenarios, readings
- 

## **Assignments**

**Reading Assignments**

**Writing Assignments**

**Other Assignments**

Frequent reading and writing assignments.

---

## **Methods of Evaluation**

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

## **Course Materials**

**Textbooks:**

1. Schmallegger, Frank J.. *Criminology*, 3rd ed. Prentice Hall, 2016, ISBN: 10-013380562X  
**Equivalent text is acceptable**
- 

Generated on: 3/6/2019 5:25:31 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 33  
**Full Course Title:** Introduction To Correctional Counseling  
**Short Title:** Correctional Couns  
**TOP Code:** 2105.10 - Corrections\*  
**Effective Term:** Spring 2018

---

### Course Standards

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

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

History, objectives, and theories of counseling relevant to corrections; common methods, techniques, and interventions of counseling; understanding the client as a person. A basic course for students planning to enter or are already employed in the Corrections field.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Historical Foundation of Correctional Counseling & Treatment
2. Offender Assessment, Diagnosis, and Classification
3. Approaches to Correctional Counseling
  - a. goals of interviewing
  - b. establishing rapport
  - c. developing good listening skills
  - d. components of a good interview
  - e. note taking

- f. maintaining a non-judgmental attitude
  - 4. Crisis Intervention
    - a. distinction between juveniles and adults
    - b. gender, ethnic, and cultural awareness
    - c. strategies for safety
  - 5. Contemporary Theories
  - 6. Casework Counseling
    - a. managing workloads
    - b. managing groups
- 

## Objectives

1. Demonstrate the ability to conduct interviews.
  2. Describe the purposes and types of interviews used in: a) Pre-sentencing investigations b) Probation and parole revocations c) Correctional supervision
  3. Explain the major counseling strategies used in correctional settings including a) drug abuse b) alcohol abuse c) mental health d) sex offenders e) family violence
  4. Identify specific behaviors during interviewing and counseling that constitute an aggressive behavior pattern and identify diffusion techniques.
  5. Complete written reports and other documentation for records.
  6. Scenario exercises **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will be able to evaluate and use various procedures for diagnosing and assessing criminal offenders including the role of correctional staff, techniques of assessment and legal issues involving mental health assessment.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
  2. Upon completion of this course, students will be able to assess and use the different counseling techniques with adults and juveniles during mock counseling scenarios.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
  3. Upon completion of this course, students will be able to demonstrate the ability to identify specific behaviors during interviewing and counseling that constitute an aggressive behavior pattern and use diffusion techniques.
    - **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**
  - **Other**  
Readings, and Scenarios
- 

## **Assignments**

### **Reading Assignments**

Assigned readings from the required textbook; and assigned readings derived from the California Code of Regulations Title 15 Crime Prevention and Corrections, Division 3 Rules and Regulations of Adult Institutions, Programs, and Parole Department of Corrections and Rehabilitation.

### **Writing Assignments**

The students will write and submit a Presentence Investigation Report, Probation and Parole Revocation Report and a Correctional Supervision Report.

### **Other Assignments**

Students will engage in a structured in-class interview exercise, where interview techniques learned in class will be applied and critiqued.

---

## **Methods of Evaluation**

- **Exams**
  - **Participation**
  - **Quizzes**
- 

## **Course Materials**

### **Textbooks:**

1. Robert Hanser and Scott Mire. *Correctional Counseling*, Prentice Hall, 2016, ISBN: 978135129258  
**Equivalent text is acceptable**

### **Other:**

1. Scantron forms
- 

Generated on: 3/6/2019 5:25:34 PM



# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 34  
**Full Course Title:** Correctional Treatment Programs  
**Short Title:** Cor Treat Prog  
**TOP Code:** 2105.10 - Corrections\*  
**Effective Term:** Fall 2018

---

### Course Standards

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

---

### Minimum Qualifications for Instructors

- Administration of Justice
- 

### Course Description

The study of correctional treatment programs concerning juveniles and adults, in both the casework setting and in a custody institution. This is a basic course for students planning to enter or who are already employed in the corrections field.

---

### Conditions of Enrollment

#### Advisories

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

### Content

#### Course Lecture Content

1. History of punishment and treatment
2. Custody and control
3. Treatment and rehabilitation
4. Process of institutionalization
5. The dehumanizing environment
6. Handling custodial and inmate power
7. Dealing with prejudice
8. Juvenile casework and institutions

9. Probation and parole
  10. Working in a custody setting
  11. Different types of inmates and personalities
  12. Writing reports
- 

## Objectives

1. Differentiate between the "custody and control" function and the "treatment and rehabilitation" function.
  2. Enumerate the goals and objectives of casework and of institutionalization.
  3. Compare and contrast the roles of probation officer and parole officer.
  4. Delineate appropriate methods of dealing with different types of juvenile and adult offenders. **\*\*Requires Critical Thinking\*\***
  5. Specify and explain the typical problems which occur in a custody environment. **\*\*Requires Critical Thinking\*\***
  6. Identify and analyze common casework and institutional issues and explicate them in clear and concise written reports. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. By the end of the course, students will be able to assess the effectiveness of contemporary correctional treatment programs.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. By the end of the course, students will be able to justify why effective communication is important in correctional treatment programs.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  3. By the end of this course, students will be able to demonstrate their competency in effectively interacting with others and demonstrating respect for opinions, feelings, and values during mock treatment scenarios.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Scenarios and readings
- 

## Assignments

### Reading Assignments

Reading chapters in text book

### Writing Assignments

- **Project Paper (50 Points)**

Students will write a 4-page research paper about a topic related to Correctional Treatment Programs that is of interest to them. The paper will be in APA format and

contain an introduction, the body of the research, and a conclusion. The paper must contain in-text citations from at least three sources.

### Other Assignments

Daily, document writing, written communication skills

---

### Methods of Evaluation

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

### Course Materials

#### Textbooks:

1. Patricia Van Voorhis and Emily Salisbury. *Correctional Counseling and Rehabilitation*, Ninth Edition ed. Routledge, 2016, ISBN: 978113895166-2  
**Equivalent text is acceptable**

#### Other:

1. Scantron forms.
- 

Generated on: 3/6/2019 5:25:36 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** AJ 78

**Full Course Title:** Investigative Report Writing for the Public Safety Professional

**Short Title:** Inv Rept Writ

**TOP Code:** 2105.00 - Criminal Justice/Police Science\*

**Effective Term:** Spring 2016

---

### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 54.0

**Lecture hours:** 54.0

**Hours outside of class:** 108.0

**Repeatable:** No

**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Administration of Justice
  - English (Masters Required)
- 

### Course Description

Investigative report writing for the public safety professional relative to law enforcement, probation, correctional institutions, parole activities, and private security services. Includes practical experience in preparing field notes, letters, memorandums, and official administrative reports; the role of reports in civil litigation, criminal prosecution, and the presentation of court testimony. Emphasis will be placed on recognizing the characteristics of good report writing and addressing the common report writing problems, including use of correct terminology, grammar, spelling and composition.

---

### Conditions of Enrollment

#### Advisories

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

Yuba College is concerned with student success and retention and has established institutional standards for success and completion. As the course description, course objectives, and student learning outcomes imply, this proposal is a college level English language based communications course. Successful completion of this course requires a student to have the ability to understand and narrate in the English language. Students will be required to read textbooks, articles and other resource materials printed in college level English. Students will also be required to complete written and oral communication assignments in the English language. A language advisory is recommended to alert students to the course content and to allow students to make any academic preparation and/or remediation prior to enrolling in the course. Students with potential challenges may be referred to Yuba College Tutoring Services or the Yuba College Writing and Language Development Center. This designation may be

## **Content**

### **Course Lecture Content**

#### **I. Overview of Investigative Report Writing for the Public Safety Professional**

- A. Uses and users of investigative reports
- B. Need for proficient reading and writing in criminal justice
- C. Report writing as the major deficiency in criminal justice
- D. Benefits derived from skill in writing reports

#### **II. Characteristics of Good Investigative Reports**

- A. Nouns and pronouns
- B. Verbs and agreements
- C. Modifiers and sentence structure
- D. Punctuation
- E. Capitalization, abbreviations, and spelling
- F. Active voice, past tense, chronological order
- G. Word choice, jargon, and slang
- H. Parallelism, paragraphing
- I. Facts, inferences, opinions

#### **III. The Process of Investigative Report Writing**

##### **A. Field notes**

- 1. Legal aspect
- 2. Physical aspect
- 3. Techniques of note taking
- 4. Simulated note taking

##### **B. Recording Statements**

1. Oral statements
2. Written statements
3. Legal aspects and admissibility
4. Electronic recording of statements
5. Active listening
6. Taking statements in simulated situation

### C. Methods of Report Writing

1. Structure and form of narrative reports
2. Synopsis, body, and summary
3. Preparing a report on a simulated incident
4. Courtroom presentation

---

## Objectives

1. Properly construct sentences and paragraphs using grammar and composition rules directly applicable to official reports.
2. Identify and correct the usage of jargon and slang except when using direct quotes.
3. Differentiate between facts, inferences, and opinions, and know which to use in a report. \*\* Requires Critical Thinking \*\* **Requires Critical Thinking**
4. Conduct a field interview and describe the type of information appropriate in field notes. **Requires Critical Thinking**
5. Describe the characteristics of a good investigative report.
6. Produce clear written communication in an official report context.
7. Develop the ability to exercise active listening skills.
8. Write an investigative report adequate to meet the needs of the investigator's organization and meet the legal requirements of a court trial or hearing.

---

## Student Learning Outcomes

1. Upon completion of this course, students will be able to write a clear, precise, and comprehensive investigative report which meets the legal requirements of a court trial, adjudication hearing or other criminal justice process.
  - o **Communication** Students will effectively use language and non-verbal communication consistent

- with and appropriate for the audience and purpose.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
  - **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 be able to create a set of notes during an investigation sufficient enough to aid in the completion of a formal criminal complaint.
    - **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 be able to use and demonstrate the proper report writing format, using the chronological sequencing and including the following subjects: Summary, observations, statements, investigation, and recommendations.
    - **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.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
    - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 

## Methods of Instruction

- **Laboratory**  
Students will participate in a variety of learning activities and then prepare investigative notes and reports.
  - **Lecture/Discussion**  
Students will participate in active lectures and be able to explain what was taught, and use that knowledge in preparing investigative notes and reports.
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

1. The student will be required to take part in simulated situations where the student must conduct a preliminary investigation, take statements, examine the scene, and take field notes.
  2. The student will be required to write an official investigative report on each simulated incident.
- 

## Methods of Evaluation

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

## Course Materials

**Textbooks:**

1. Biggs, Michael. *Just the Facts*, 5th ed. Pearson/Prentice Hall, 2016, ISBN: 9780133913576  
**Equivalent text is acceptable**

---

Generated on: 3/6/2019 5:25:39 PM



# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 3A  
**Full Course Title:** Women in Art I  
**Short Title:** Women in Art I  
**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:** 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

- Art (Masters Required)
- 

### Course Description

The role of women as artists in the western world, beginning in the middle ages and concluding in the Twentieth Century art world. Not open for credit to students with credit in HUMAN 26A and WOMEN 26A.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Women manuscript painters of the Middle Ages (Hildegard von Bingen Herrade of Lansberg).
2. The role of Sofonisba Anguissola and her female contemporaries in the Italian Renaissance.
3. Female artists of the Baroque, focusing on the lives and works of Artemisia Gentileschi and Judith Leyster.
4. The work of Elizabeth Vigée-Lebrun and other women of the Eighteenth Century.
5. Ross Bonheur and the Nineteenth Century.
6. Early American women artists.
7. The early Twentieth century: Mary Cassatt, Berthe Morisot, and Suzann Valadon; Gertrude Stein as a moving force behind the cubist movement.

---

## Objectives

1. Recognize the individual styles, methods and narrative approaches found in works made by women.
2. Analyze, via women's work, the major historical periods from the Middle Ages to the Twentieth Century.
3. Analyze the question of female images: Do women tend to make images different in character or style from those made by males?
4. Relate the impact of feminist analysis to the art world of the Twentieth Century.
5. Compare and contrast the works made by women practicing either disparate styles or coming from disparate philosophical points of view, or works made by female artists of different generations. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, students will be able to identify early examples of women artists.
2. Upon completion of this course, students will use oral and written format to discuss stylistic differences and comparisons between various women artists' work.
3. Upon completion of this course, students will be able to discuss historical period differences of early women artists.

---

## Methods of Instruction

- Lecture/Discussion

---

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

There will be reading assignments in class, written essays, and a term paper. Work outside the classroom includes reading assignments, observation of or participation in related activity, and student must study slides placed on reserve in Media Center with accompanying reserve notes.

---

## Methods of Evaluation

- Essay/Paper
- Exams
- Homework
- Participation

---

## Course Materials

### Textbooks:

1. Chadwick, Whitney. *Women Artists: Recognition & Reappraisal*, 5th ed. Thames & Hudson, 2012, ISBN: 978-0500204054

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 3B  
**Full Course Title:** Women in Art II  
**Short Title:** Women in Art II  
**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:** 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

- Art (Masters Required)
- 

### Course Description

Role of women as visual artists in Europe and the Americas, focusing on the Twentieth Century. Not open for credit to students with credit in Humanities 26B.

---

### Conditions of Enrollment

#### Advisories

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

### Content

#### Course Lecture Content

1. Women as artists in the German Expressionist movement, focusing on Gabrielle Munter, Paula Modersohn-Becker and Kathe Kollwitz.
2. The role of Natalia Goncharova and Sonia Delaunay in the Russian and French art worlds.
3. "Eccentric" turn-of-the-century modernists in Paris and New York, including Romaine Brooks and Florine Stettheimer.
4. Women artists of the surrealist movement in both Paris and Mexico, including Meret Oppenheim, Remedios Varo and Frida Kahlo.
5. Twentieth century American and British artists as "foremothers"-Georgia O'Keefe, Barbara Hepworth, Louise Nevelson, Louise Bourgeois, Alice Neel, and Elizabeth Catlett-Mora.

6. Female abstract expressionists focusing on Lee Krasner and Helen Frankenthaler.
  7. Contemporary works by Asian-American women, including paintings by Hung Liu and Sowon Kwon.
  8. New works by Native-American artists, including Lillian Pitt, Susan Point and various Inuit women.
  9. Contemporary works by African-American artists, focusing on Kara Elizabeth Walker, Adrian Piper, Bettye Saar and her daughter, Allison Saar.
  10. Feminist artists-the 1970s through the late Twentieth Century-including Faith Ringgold, Miriam Schapiro and Judy Chicago.
- 

## Objectives

1. Recognize the individual styles, methods and narrative approaches found in works made by Twentieth century women.
2. Analyze via women's work the major Twentieth century art movements from German Expressionism through current feminist creation.
3. Recognize the impact of major historical and political events in the lives and works of female creators.
4. Analyze the various approaches used by contemporary women of color to express their life experiences.
5. Contrast the works of artists who describe themselves as consciously feminist with the works of those who reject feminist analysis.
6. Compare and contrast the works made by women practicing either disparate styles or coming from disparate philosophical points of view, or works made by female artists of different generations.

**\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. 1) Upon completion of the course students will be able to demonstrate and communicate an understanding of the progression of 20th Century art historical styles in both Europe and the United States, as it relates to women in the arts.
  2. 2) Upon completion of the course, students will be able to analyze, compare and contrast specific stylistic differences through examples of work by 20th Century female artists.
  3. 3) The student will be able to discuss stylistic differences in oral and written formats of specific works by 20th Century female artists.
- 

## Methods of Instruction

- **Lecture/Discussion**
- 

## Assignments

### Reading Assignments

### Writing Assignments

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Broude, Norma and Mary D. Garrard. *Power of Feminist Art: The American Movement of the 1970's History and Impact*, Harry N. Abrams, 1996, ISBN: 978-0810926592

---

Generated on: 3/6/2019 5:29:03 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 9B  
**Full Course Title:** Intermediate Painting  
**Short Title:** Intermed. Painting  
**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

Continued exploration of painting media and techniques. Emphasis on painting from life.

---

### Conditions of Enrollment

Satisfactory completion of: ART 9A

### Advisories

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

### Content

#### Course Lecture Content

1. Continued emphasis on painting from life:
  - a. still-life
  - b. portrait
  - c. landscape
  - d. figure
  - e. perspective
2. Exercises to develop awareness of expressive aspects of style: same subject expressed in a variety of painting styles

## Course Lab/Activity Content

Students will be introduced to painted works painting in a series and explore ideas in finished work in consultation with instructor.

---

## Objectives

1. Through the mastery of the principles, elements of design, composition, theoretical concepts of color, and the use of materials and tools, the student will develop a series of painted works. **\*\*Requires Critical Thinking\*\***
  2. Discuss, evaluate, and write on the techniques and styles of painting. **\*\*Requires Critical Thinking\*\***
  3. Paint and appraise a body of paintings from life. **\*\*Requires Critical Thinking\*\***
  4. Appraise and recognize expressive aspects of style. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to use language and terminology to effectively to critique in class painting assignments.
  2. Upon completion of this course, the student should be able to create an initial portfolio of work demonstrating formal, conceptual, and technical development of painting technique.
  3. Upon completion of this course, the student should be able to examine and describe historical and contemporary developments, in approaches to painting.
- 

## 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
  - Research Project
  - Other
- In class critique of assigned work for class
- 

## Course Materials

### Textbooks:

1. Harrison, Hazel. *Acrylic School*, 2nd revised ed. Reader's Digest, 1997, ISBN: 0-89577-929-3  
**Equivalent text is acceptable**

**Other:**

1. Same as 9A, Acrylic School, ISBN 0-89577-929-3
  2. Paints, brushes, canvasses
- 

Generated on: 3/6/2019 5:29:09 PM



# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 12B  
**Full Course Title:** Intermediate Ceramics  
**Short Title:** Intermed. Ceramics  
**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

Intermediate techniques and processes; creative and artistic expression through the use of clay and glazes.

---

### Conditions of Enrollment

Satisfactory completion of: ART 12A

### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Methods of using clay; handbuilt, wheelthrown.
2. Methods glazing; dipping, brushing and pouring.
3. Methods of surface decoration; Scraffito, slips/oxide use and wax resist design.
4. Methods of kiln firing; oxidation and reduction.
5. Methods of making various intermediate forms on the wheel and Handbuilt.

#### Course Lab/Activity Content

1. Continued instruction into "throwing" on the wheel and personal exploration of specific Wheel thrown form and critique.
  2. Make a 6 inch Cylinder, with personal exploration of surface design.
  3. Make an 8 inch Pitcher, incorporating a Hand made spout and handle, review images of historical pitcher forms.
  4. Make an 8" "Bottle" form, review of different brown "neck and lip" styles, with added surface design.
  5. Make a 3 different "lidded container" forms, with surface design
  6. Introduction to making A glaze, overview of materials in the Lab, review of science behind the "Glaze Triangle", introduction to the glaze room, and the "math" for creating a glaze recipe, and "how to test a glaze".
- 

## Objectives

1. Identify / produce handbuilt ceramic objects.
  2. Operate produce objects on the potters wheel.
  3. Apply creative expression to functional and structural forms. **\*\*Requires Critical Thinking\*\***
  4. Classify and understand the processes and problems involved in studio ceramics. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will use language and ceramics terminology to effectively critique in class assignments.
    - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  2. Upon completion of this course, students will use create an initial portfolio of work demonstrating traditional, conceptual, and technical processes for hand built and wheel thrown forms.
    - **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. Upon completion of this course, students will use examine and describe traditional materials and processes to produce ceramic forms.
    - **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
- 

## Assignments

### Reading Assignments

Review google images of ceramic pitchers. Then through a demonstration of techniques for making pitchers, students will make 3-5 pitchers which is then followed by an oral critique and review of technique and aesthetic

merits.

### **Other Assignments**

1. Keep a record of clay and glaze experiments.
  2. Keep a notebook of drawings, lectures, demonstrations, technical data and resources.
- 

### **Methods of Evaluation**

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

Evaluation of skills to produce work, class critiques of forms made, and portfolio.

---

### **Course Materials**

#### **Textbooks:**

1. Nelson, Glenn C.; Burkett, Richard. *Ceramics, a Potters handbook*, 6th ed. Wadsworth Publishing, 2001, ISBN: 978-0030289378  
**Equivalent text is acceptable**

#### **Other:**

1. Clay, Pottery tools and Notebook
- 

Generated on: 3/6/2019 5:29:15 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 14A  
**Full Course Title:** Beginning Sculpture  
**Short Title:** Beg Sculpture  
**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

Introduction to three-dimensional sculptural principles, techniques, and concepts utilizing a wide range of materials and practices. Various sculpture methods are practiced with attention to creative self-expression and historical context. Focuses on the use and exploration of the media of clay, plaster, wood and armature building. Covers concepts such as figurative sculpture, abstract sculpture, and conceptual sculpture.

---

### Conditions of Enrollment

#### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Major sculptural principles including but not limited to subtractive, additive, fabrication, construction, assemblage, substitution/casting, installation, and digitally based processes.
2. Introduction to representational, abstract, non-objective, and conceptually based imagery.
3. Development of vocabulary specific to sculpture.

4. Introduction to sculptural materials including, but not limited to clay, metal, plaster, stone, found objects...etc.
5. Creative thinking, problem solving, and decision-making skills used in the visual arts.
6. Formal visual elements and principles of design.
7. Analysis and criticism of sculptural works in oral and written contexts using relevant critique formats, concepts, and terminology.
8. Studio equipment, tool use, maintenance, and safety.
9. Contemporary trends, materials, and approaches in sculpture, and three-dimensional art.

### Course Lab/Activity Content

1. Problem solving visual exercises that develop three-dimensional awareness and require exploration and manipulation of the basic materials used to create sculpture.
  2. Studio projects that explore the elements and organizing principles of three-dimensional design including but not limited to the use of additive, subtractive, substitution, fabrication, assemblage, digital, etc.
  3. Studio projects that include, but are not limited to, the use of representational, abstract, non-objective and conceptual imagery.
  4. Development of skills and processes using a variety of artistic materials, techniques and tools appropriate to an introductory study in sculpture, which may include, but are not limited to: paper, wood, plaster, wire, metal, clay, fibers, mixed media.
  5. Safe use of tools and specialized equipment.
- 

### Objectives

1. Create and execute sculptural forms in clay, wood, plaster. **\*\*Requires Critical Thinking\*\***
2. Differentiate between analytic and synthetic approach to sculpture. **\*\*Requires Critical Thinking\*\***
3. Properly use and care for tools, machines, and materials.
4. Express aesthetic or conceptual intents in various three dimensional media that may include several of the following, but are not limited to: plaster, clay, wood, stone, glass, bronze, iron, steel, concrete and the use of digital technologies such as 3D printers and scanners.
5. Produce sculpture projects using the basic tools and forming techniques of sculpture (manipulative, substitution, subtractive, additive, fabrication, assemblage etc.) in a safe and appropriate manner.
6. Display basic skills and craftsmanship in sculpture media using the formal principles of design and visual elements.
7. Create sculptural works that demonstrate understanding of representational, abstract, non-objective, or conceptual imagery.
8. Examine and describe historical and contemporary developments, trends, materials, and approaches in sculpture.
9. Assess and critique sculptural works in group, individual, and written contexts using relevant critique formats, concepts and terminology.
10. Safely utilize tools and specialized equipment.

---

## Student Learning Outcomes

1. Upon completion of this course, students will use language effectively to critique in class sculpture assignments.
  2. Upon completion of this course, students will use assigned concepts and processes to produce sculptural work in a variety of artist genres .
  3. Upon completion of this course, students will identify materials, techniques, and concepts used in producing sculptural objects.
- 

## Methods of Instruction

- **Laboratory**
    1. Create and execute sculptural forms in clay, wood, plaster, and armature building.
    2. Use analytic and/or synthetic approach to sculpture.
    3. Properly and safely use and care for tools, machines, and materials.
  - **Lecture/Discussion**
    1. Techniques for creating clay, plaster, cement, and assemblage sculptural forms.
    2. Storage, use, and safety of tools and equipment.
    3. Create a figurative sculptural bust in clay.
    4. Create a bas relief in plaster.
    5. Use of shop equipment for creation of assemblage sculpture.
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

1. Student will collect twenty five pieces of junk for an assemblage project assignment
  2. Student will give a ten minute oral presentation on contemporary sculptor
- 

## Methods of Evaluation

- **Essay/Paper**
  - **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Portfolio**
  - **Quizzes**
  - **Research Project**
  - **Skills Demonstrations/Performance Exam**
  - **Other**

Group and individual critiques in oral or written formats;
- 

## Course Materials

### Textbooks:

1. Oliver Andrews. *Living Materials*, University of California Press, 1988, ISBN: 0-520-06452-6

### Other:

1. Sculpture tools, and materials for projects
-

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 14B  
**Full Course Title:** Intermediate Sculpture  
**Short Title:** Intermed. Sculpture  
**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

Further study of three dimensional form and use of materials such as clay, plaster, wood, metal and armature building, with an introduction to creating sculptural spaces through "Installation". Further study of figurative and abstract concepts with an emphasis on conceptual work.

---

### Conditions of Enrollment

Satisfactory completion of: ART 14A

---

### Content

#### Course Lecture Content

1. Intermediate techniques for creating sculptural forms.
2. Uses of tools and equipment.
3. Installation, assemblage and mixed media.
4. Analysis and critique of sculptural forms.

#### Course Lab/Activity Content

1. Techniques for creating clay, plaster, cement, and assemblage sculptural forms.
2. Storage, use, and safety of tools and equipment.

3. Create a figurative sculptural bust in clay.
  4. Create a bas relief in plaster.
  5. Use of shop equipment for creation of assemblage sculpture.
- 

## Objectives

1. Create and execute sculptural forms in clay, wood, plaster and assemblage. **\*\*Requires Critical Thinking\*\***
  2. Differentiate between analytic and synthetic approaches to sculpture. **\*\*Requires Critical Thinking\*\***
  3. Safely use and care for sculpture tools and equipment, construction tools, and materials. **\*\*Requires Critical Thinking\*\***
  4. Analyze and evaluate sculptural media for appropriate use in personal and artistic expression. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will use language and terminology effectively to critique in class sculptural assignments.
  2. Upon completion of this course, students will create work demonstrating traditional and conceptual processes to produce sculptural objects.
  3. Upon completion of this course, students will examine materials and approaches to sculptural process.
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

As a group of students, collectively plan, make a model of and then go through college administrative channels to install an Installation on campus.

Prepare a "maquet" or model of the proposal project.

---

## Methods of Evaluation

- Essay/Paper
  - Homework
  - Laboratory Assignments
  - Oral Tests/Class Performance
  - Participation
  - Portfolio
  - Research Project
  - Skills Demonstrations/Performance Exam
- 

## Course Materials



**Textbooks:**

1. Oliver Andrews. *Living Materials*, University of California Press, 1988, ISBN: 0-520-06452-6  
**Equivalent text is acceptable**

**Other:**

1. Sculpture tools, and materials for projects

---

Generated on: 3/6/2019 5:29:25 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 18  
**Full Course Title:** Beginning Graphic Arts  
**Short Title:** Beg Graphic Arts  
**TOP Code:** 1030.00 - Graphic Design\*  
**Effective Term:** Fall 2015

---

### 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 or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Art (Masters Required)
- 

### Course Description

This course is an introductory overview of the technical software and aesthetic fundamental elements for creating typography for print ready visual communications. This course includes a study of "letterform," typeface, copy fitting, graphic arts software and the creative application of all the above.

---

### Conditions of Enrollment

#### Advisories

- **Language - recommended eligibility for English 1A**  
Must be able to read and review software technical manuals.
  - **Computer Literacy - recommended basic computer skills**  
Must be Mac computer proficient.
- 

### Content

#### Course Lecture Content

1. Use of software for design

2. Advertising design
3. Business system design
4. Package design
5. Typographical processes
6. Basic printing processes
7. Publication design
8. Presentation methods
9. Basic typography

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

Hands on application of the following:

1. Use of software for design
  2. Advertising design
  3. Business system design
  4. Typographical processes
  5. Basic printing processes
  6. Presentation methods
  7. Basic typography
- 

### **Objectives**

1. Identify materials and processes involved in producing print-ready artwork.
  2. Demonstrate technical proficiency in artwork production processes. **\*\*Requires Critical Thinking\*\***
  3. Use software and graphic design skills to create hands-on design projects. **\*\*Requires Critical Thinking\*\***
  4. Analyze and evaluate appropriate "type" and its use in graphic design. **\*\*Requires Critical Thinking\*\***
- 

### **Student Learning Outcomes**

1. Upon completion of this course students will be able to understand and discuss design, principles and elements for client based graphic arts layout and presentation.
  2. Upon completion of this course students will be able create client based promotional media while creating a portfolio of work, utilizing various graphic design principles and elements.
  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 established graphic arts design concepts.
- 

### **Methods of Instruction**

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**
    1. Demonstrations
    2. Multi-Media Presentations
    3. critiques of class projects
- 

### **Assignments**

#### **Reading Assignments**

Reading Assignments

1. Research interviews of two designers. Be prepared to share and discuss the interviews in an oral report with the class.

2. Find and read an article relating to new technologies in the graphic design industries. Write a one-page summary of the article.

## **Writing Assignments**

### Writing Assignments

1. Create a blog using Blogger or another similar blogging Website. Write in this blog once a week on a subject related to current class projects.

2. Design and produce a tri-fold brochure. This includes brochure cover content as well as interior brochure content. A minimum of two interior panels must have written content along with images.

## **Other Assignments**

### Out-of-Class Assignments

1. Use a digital camera for photos of your subject, with images that focus on the typography and design of elements within the area of interest.

2. Visit a grocery store and write down how many types of products are on one specific area, while taking notes on product packaging and what stands out most to consumers.

---

## **Methods of Evaluation**

- Homework
- Laboratory Assignments
- Portfolio
- Problem Solving Exercises
- Quizzes
- Research Project
- Skills Demonstrations/Performance Exam

---

## **Course Materials**

### Textbooks:

1. --. *2D: Visual Basics For Designers*, 1st ed. --, 2006, ISBN: --  
**Equivalent text is acceptable**

### Other:

1. Materials Other Than Textbooks: A. Instructor Handouts B. Tutorials

---

Generated on: 3/6/2019 5:29:36 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 41A  
**Full Course Title:** Individual Problems in Painting: Beginning  
**Short Title:** Ind Prob Paint Beg  
**TOP Code:** 1002.10 - Drawing  
**Effective Term:** Spring 2014

---

### 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

Advanced painting in which students approach individual painting problems in consultation with instructor.

---

### Conditions of Enrollment

Satisfactory completion of: ART 9A; ART 9B

---

### Content

#### Course Lecture Content

1. Individually motivated and self directed practice introduced.
2. Series oriented exploration of style and subject matter.
3. Concentration on expressive voice in painting.
4. Introduction to work in a "series" of painted works, exploring a single theme.

#### Course Lab/Activity Content

Students will complete independent work in series in painting for a total of five pieces.

---

### Objectives

1. Demonstrate ability to solve painting problems in consultation with instructor. **\*\*Requires Critical Thinking\*\***
  2. Demonstrate self directed painting practice through consistent effort and production of unique work. **\*\*Requires Critical Thinking\*\***
  3. Relate technical skill to aesthetic aim to accomplish unique painted works. **\*\*Requires Critical Thinking\*\***
  4. Analysis of unique painted works and in class critiques with respect to individual content and intent. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate the initial concept of "painting in a series".
  2. Upon completion of this course, the student should be able to examine independent use of subject matter and conceptual approaches to painting.
  3. Upon completion of this course, the student should be able to articulate approaches to independent styles in painting with acrylics.
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

### Reading Assignments

### Writing Assignments

### Other Assignments

1. An oral presentation on a painter, either historical or contemporary, and survey of professional history, along with with three representative examples of work from the the artist and an explanation of why the painter was chosen for in class oral presentation.
  2. A notebook that demonstrates preparation of work of either personally drawn compositional strategy or "image" related subject matter, for all painted works completed for class.
  3. Three unique painted works in a "series", and in class critique.
- 

## Methods of Evaluation

- Homework
  - Laboratory Assignments
  - Participation
  - Portfolio
  - Research Project
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

Other:



# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 42A  
**Full Course Title:** Individual Problems in Ceramics, Beginning  
**Short Title:** Ind Prob Ceramic I  
**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:** 108.0  
    **Lecture hours:** 27.0  
    **Lab hours:** 81.0  
    **Hours outside of class:** 0.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

---

### Minimum Qualifications for Instructors

- Art (Masters Required)
- 

### Course Description

Advanced techniques and processes for creative expression in studio ceramics media .

---

### Conditions of Enrollment

Satisfactory completion of: ART 12A; ART 12B

---

### Content

#### Course Lecture Content

1. Advance work in handbuilding methods/forms or advanced wheel thrown forms and design.
  2. Develop clays and glazes for use on project work.
  3. Problems in loading and firing of kilns.
  4. Develop personal expression.
  5. Individual problems in ceramic design.
  6. Studio assignments to maintain ceramics studio.
- 

### Objectives

1. Demonstrate a practice for unique ceramic object production. **\*\*Requires Critical Thinking\*\***



2. Develop and test raw materials to develop a unique palette of clays and glaze use. **\*\*Requires Critical Thinking\*\***
  3. Stack, operate and maintain kilns and kiln furniture.
  4. Use unique techniques to be creative and resourceful as a ceramics student. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will use demonstrate "independent" concepts and techniques in ceramics.
  2. Upon completion of this course, students will use examine unique use of form and conceptual approaches in ceramics.
  3. Upon completion of this course, students will use articulate and produce unique thrown or hand built ceramic forms for in class review.
- 

## Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

## Assignments

### Other Assignments

---

## Methods of Evaluation

- Essay/Paper
  - Laboratory Assignments
  - Portfolio
  - Skills Demonstrations/Performance Exam
- 

## Course Materials

### Textbooks:

1. Nelson. *Ceramics, a Potters handbook*, 6th ed. Wadsworth , 2001, ISBN: 978-0030289378  
**Equivalent text is acceptable**

### Other:

1. Clay, Pottery tools
- 

Generated on: 3/6/2019 5:29:57 PM

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 42B  
**Full Course Title:** Individual Problems in Ceramics: Advanced  
**Short Title:** Ind Prob Cer Adv  
**TOP Code:** 1002.30 - Ceramic Arts and Ceramics  
**Effective Term:** Spring 2014

---

### 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

Advanced techniques and processes in which students work on self directed projects for the development of creative portfolios.

---

### Conditions of Enrollment

Satisfactory completion of: ART 42A

---

### Content

#### Course Lecture Content

1. Advanced work in hand building and/or pottery wheel projects as appropriate.
2. Development of Individual creative work.
3. Advanced experience with equipment and studio use.
4. Develop portfolio of creative work.
5. Participation in group exhibit during semester of attendance

---

## Objectives

1. Demonstrate an advanced practice in the production of pottery making or handbuilt ceramic production. **\*\*Requires Critical Thinking\*\***
  2. Develop a working knowledge of studio equipment and advanced studio practices. **\*\*Requires Critical Thinking\*\***
  3. Use various techniques in an effort to be creative and resourceful as a studio artist/potter. **\*\*Requires Critical Thinking\*\***
  4. Organize and exhibit work as part of a group show. **\*\*Requires Critical Thinking\*\***
  5. Develop a portfolio of work. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students will write an artist statement observing approaches to personal work in ceramics.
  2. Upon completion of this course, students will produce a final portfolio of ceramic works.
  3. Upon completion of this course, students will use language, terminology, and concepts observed in ceramics, for critique of in class portfolio.
- 

## Methods of Instruction

- **Laboratory**  
Create a Portfolio of pieces for exhibition.
  - **Lecture/Discussion**  
Inside discussion and critique of work for portfolio.
  - **Studio/Activity**  
Inside discussion and critique of work for portfolio.
- 

## Assignments

### Reading Assignments

### Writing Assignments

---

## Methods of Evaluation

- **Essay/Paper**
  - **Homework**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Portfolio**
  - **Problem Solving Exercises**
  - **Research Project**
  - **Skills Demonstrations/Performance Exam**
- 

## Course Materials

### Textbooks:

1. Nelson, Glenn C. & Richard Burkett. *Ceramics: A Potter's Handbook*, 6 ed. Wadsworth Publishing, 2001,

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 46A  
**Full Course Title:** Individual Problems in Sculpture: Beginning  
**Short Title:** Ind Prob Sculpt Beg  
**TOP Code:** 1002.00 - Art/Art Studies, General  
**Effective Term:** Spring 2014

---

### 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

Advanced techniques and processes; creative and personal expression in three dimensional form.

---

### Conditions of Enrollment

Satisfactory completion of: ART 14A; ART 14B

---

### Content

#### Course Lecture Content

1. Modeling in relief
2. Modeling in the round
3. Teaching of creating sculptural forms
4. Uses of tools and equipment
5. Assemblage and mixed media
6. Use of armature

## 7. Analysis of sculptural processes

### Course Lab/Activity Content

Students will create three sculptural works through a personal investigation of media and technique, notebook sketches, design, discussion, and critique of work.

---

### Objectives

1. Development and further studies in sculptural media and form. **\*\*Requires Critical Thinking\*\***
  2. Individually create and execute sculptural forms that reflect studio practices previously learned. **\*\*Requires Critical Thinking\*\***
  3. Apply and add to the understanding of handling various materials and methods. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, the student should be able to demonstrate "independent" concepts and techniques to produce work in sculpture.
  2. Upon completion of this course, the student should be able to examine independent use of subject matter and conceptual approaches.
  3. Upon completion of this course, the student should be able to articulate independent style in sculptural creation and formation.
- 

### Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

### Assignments

#### Reading Assignments

#### Writing Assignments

---

### Methods of Evaluation

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

### Course Materials

#### Textbooks:

1. Andrews, Oliver. *Living Materials*, University of California Press, 1988, ISBN: 0-520-06452-6  
**Equivalent text is acceptable**
-

# Yuba Community College District

## Yuba College Course Outline

---

### Course Information

**Course Number:** ART 46B

**Full Course Title:** Individual Problems in Sculpture: Advanced

**Short Title:** Ind Prob Sculpt Adv

**TOP Code:** 1002.00 - Art/Art Studies, General

**Effective Term:** Spring 2014

---

### 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

Advanced techniques and processes; creative and personal expression in three dimensional form.

---

### Conditions of Enrollment

Satisfactory completion of: ART 14A; ART 14B

### Advisories

- Language - recommended eligibility for English 1A
- 

### Content

#### Course Lecture Content

1. Advanced development of individual creative work.
2. Modeling in relief, in the round, assemblage and mixed media.
3. Advanced use of studio equipment and practice.
4. Analysis of creative work and in class critique.

5. Participation in a group exhibit during semester of attendance.
6. Development of portfolio of creative work.

### Course Lab/Activity Content

Students will complete a series of individual work (3 pieces) utilizing sculptural concepts and processes.

---

### Objectives

1. Advanced study of unique/individual practice and techniques in sculptural media and form. **\*\*Requires Critical Thinking\*\***
  2. Demonstrate an expressive ability to create a coherent body of work. **\*\*Requires Critical Thinking\*\***
  3. Organize and exhibit work in a group exhibition. **\*\*Requires Critical Thinking\*\***
  4. Develop a portfolio of creative work. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of this course, the student should be able to write an artist statement observing approaches to personal work in sculpture.
  2. Upon completion of this course, the student should be able to produce a final portfolio of sculptural works.
  3. Upon completion of this course, the student should be able to use language, terminology, and concepts observed in sculpture for critique of in class works.
- 

### Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

### Assignments

Reading Assignments  
Writing Assignments

---

### Methods of Evaluation

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

### Course Materials

#### Textbooks:

1. Andrews, Oliver. *Living Materials*, University of California Press, 1988, ISBN: 0-520-06452-6
-

# 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
- 

Generated on: 2/22/2019 12:46:37 PM

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

Generated on: 2/22/2019 12:46:40 PM

[illegible]





## 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.
- 

Generated on: 2/22/2019 12:46:53 PM

# 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).

---

Generated on: 2/22/2019 12:46:56 PM