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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** PSYCH 12  
**Full Course Title:** Human Sexuality & Sexual Behavior  
**Short Title:** Human Sexuality  
**TOP Code:** 2001.00 - Psychology, General  
**Effective Term:** Spring 2018

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Psychology (Masters Required)
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### Course Description

This course is an introductory overview of the field of human sexuality. Human sexuality will be examined from psychological, biological, sociocultural, and historical perspectives. Students will be encouraged to become aware of their own sexual attitudes, values, and behaviors and to explore the attitudes, values and behaviors of others including traditionally non-represented cultures and groups. Current sex norms and various aspects of interpersonal and individual sexual adjustment will be explored.

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### Content

#### Course Lecture Content

1. Perspectives on Sexuality: Cultural and Social Values
2. Sex Research
3. Gender Issues
4. Male & Female Sexual Anatomy and Physiology
5. Sexual Arousal and Response
6. Sexual Orientation
7. Sexuality Throughout Life-span
8. Love, Attraction, Relationships, and Sexual Communication
9. Contraception, Conception, and Abortion Debate
10. Sexual Behaviors

11. Sexually Transmitted Infections
12. Nature and Origins of Sexual Difficulties and Sex Therapy
13. Asexual Typical Variations
14. Sexual Coercion and Commercial Sex

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## Objectives

1. Explain sexual diversity and values of various cultures.
2. Evaluate how media influences and reflects sexuality. **\*\*Requires Critical Thinking\*\***
3. Locate systematic studies of human sexuality.
4. Critique changing gender roles in today's society and the impact of these changes on intimate relationships. **\*\*Requires Critical Thinking\*\***
5. Identify relevant features of human anatomy and physiology in the reproductive processes and the role of the brain and neurotransmitters in sexual arousal.
6. Identify factors contributing to relationship satisfaction over time.
7. Identify ways couples can share responsibility for birth control.
8. Determine the physiological and psychosocial factors contributing to sexual dysfunctions and identify treatment alternatives available for men and women who experience sexual difficulties.
9. Identify strategies to reduce the likelihood of contracting sexually transmitted infections.
10. Analyze the psychosocial bases of rape, childhood sexual abuse, and prostitution. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Upon completion of this course, students should be able to identify the major elements of the male and female reproductive system.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Upon completion of this course, students should be able to describe the major patterns of relationships associated with love and intimacy.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
3. Upon completion of this course, students should be able to identify and discuss the different types of sexual orientation.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
4. Upon completion of this course, students should be able to identify the types of sexually transmitted infections and be able to describe how they are prevented and treated.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
5. Upon completion of this course, students should be able to analyze the pros and cons of major contraceptive methods.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems

and issues in making decisions.

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## Methods of Instruction

- **Lecture/Discussion**
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## Assignments

### Reading Assignments

Homework #1  
Human Sexuality

#### Part I

From your reading, answer each question thoroughly and thoughtfully, yet succinctly. Remember this is college level work.

- 1a. Define the observational method. (5 points) (2 points for first part; 3 points for second)
- 1b. Identify three types of observations **AND** when you would use each. (12 points)
2. Identify and define the four phases of Masters and Johnson's sexual response cycle. (12 points)

### Writing Assignments

On a full size poster board (22x28) you will create a contraception poster. Pretend that this is a public service announcement and you are “advertising” your assigned method. You must include:

1. The name of the method
2. A slogan for the method – e.g. for condoms – “No glove; No love” – Be sure to not be vulgar or use slang words for body parts.
3. Explanation of what the method is and what it does.
4. Other Relevant information (not part of pros/cons, or what the method is or what it does). Could be statistics, how it is used, comparison to other methods, etc.
5. At least 3 pros and at least 3 cons of this method.
6. Pictures, illustrations, charts, etc. – These should be included so as to help the reader understand; not just silly pictures.

Your poster should be informative and eye catching. Think of this as your one chance to “sell” your method. Your poster must also be professional with correct spelling. Additionally, it cannot be vulgar or use slang and/or possibly offensive language (talk to me about it if you are unsure.)

In addition to the poster, you must submit a one page “cheat sheet” attached to the back with more comprehensive information that you will be able to use in your oral small group presentation, as you will not be able to easily look at your poster during your presentation. Think of additional information that would be useful in presenting to your group and about questions that your group may ask. You must use your text as your primary

resource for all statistics. You must also include a citation page citing all the information that you used and include your text in the citation page. Use APA citation format.

The above required content will earn a "C" grade. Going over and above in creativity and extra effort will increase your grade from the minimum requirements.

See syllabus for due date.

After all posters are submitted and graded, they will be returned to you and you will present them in class in small groups.

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## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Crooks, Robert & Baur, Karla. *Our Sexuality*, 13 ed. Cengage Learning, 2016, ISBN: 978-1305646520  
**Equivalent text is acceptable**
  2. Roger Hock. *Human Sexuality*, 4th ed. Pearson, 2016, ISBN: 978-0-13-397157-6  
**Equivalent text is acceptable**
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** ART 32C

**Full Course Title:** Advanced Black and White Photography

**Short Title:** Advanced B&W Photo

**TOP Code:** -

**Effective Term:** Fall 2013

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 90.0

**Lecture hours:** 36.0

**Lab hours:** 54.0

**Hours outside of class:** 72.0

**Repeatable:** No

**Grading Method:** Letter Grade Only

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### Minimum Qualifications for Instructors

- Photography (Masters Required)
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### Course Description

Individual exploration of advanced black and white photography concepts such as refining the zone system, infrared photography, large format camera, etc., within a structured but non-confining framework. Students will develop a portfolio of work throughout the semester demonstrating creative and conceptual competence.

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### Conditions of Enrollment

Satisfactory completion of: ART 32B

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### Content

#### Course Lecture Content

1. Presentation, discussion, and refinement of individual project
2. Project development
  - a. Selecting a subject
  - b. Concept of journal keeping in clarifying a creative project
  - c. Researching a subject

- d. Execution of project
3. Analysis of critique of finished projects

### Course Lab/Activity Content

1. Portfolio building
    - a. Individual work
    - b. Individual discussion on developing project
    - c. Monitoring of creative projects
- 

### Objectives

1. Apply advanced technical and creative problem solving skills toward completion of a self-defined project.  
**\*\*Requires Critical Thinking\*\***
  2. Select, develop and produce a finished portfolio reflecting advanced black and white concepts.  
**\*\*Requires Critical Thinking\*\***
  3. Organize a unified, self-directed and cohesive body of photographs reflecting a heightened creative awareness. **\*\*Requires Critical Thinking\*\***
- 

### Student Learning Outcomes

1. Upon completion of the course, students will produce a chemical based photographs that reflects heightened mastery of technical and creative problem solving skills
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  2. Upon completion of the course, students will be able to produce a portfolio of photographs that effectively communicate a concept.
    - **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 the course, students will be able to effectively use the vocabulary of chemical based photography.
    - **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

- **Laboratory**
  - **Lecture/Discussion**
  - **Other**  
Critique of projects
- 

### Assignments

#### Other Assignments

**Photography:** A minimum of 10 photographs printed and matted.

The photographs must be taken this semester but never turned in for another assignment. (you may include photos taken for another assignment in addition to the 10 new photos) The topic you choose to photograph is up to you. Explore photographically a topic or issue you are interested in or a style you wish to explore. You may create a narrative, photograph your own made-up world, a feeling, portraits or document cityscapes - it's up to you! Be prepared to talk about why you chose to photograph what you did. The purpose is to take the skills you have gained in this class and apply them to a cohesive body of work on a subject you have set out to explore.

**Written:** An "artist statement" is what an artist writes about his or her work to bring greater understanding and clarification of its meaning. I would like you to write an artist statement that is at least one paragraph, that give the viewer insight into what you photographed and why you photographed it. Punctuation, grammar, and sentence structure will be taken into account when it is graded. Bring a printed copy to the final critique and post the artist statement to the blog along with your photos.

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## Methods of Evaluation

- **Attendance**
  - **Laboratory Assignments**
  - **Portfolio**
  - **Research Project**
  - **Other**  
Critique of projects
- 

## Course Materials

### Other:

1. Assigned reading as appropriate to the chosen project
  2. Photographic film and paper
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# Yuba Community College District

## Yuba College Course Outline

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### 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

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### 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

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### Minimum Qualifications for Instructors

- Art (Masters Required)
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### Course Description

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

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### Conditions of Enrollment

Satisfactory completion of: ART 9B

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### 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.

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## 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. Analyze unique painted works 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.
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## 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.
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## Methods of Evaluation

- Homework
- Laboratory Assignments
- Participation
- Portfolio

- **Research Project**
  - **Skills Demonstrations/Performance Exam**
- 

## **Course Materials**

### **Other:**

1. Paints, brushes, canvases and other tools for painting.
  2. Images of other artists' work for review and discussion.
- 

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# Yuba Community College District

## Yuba College Course Outline

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### 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

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### 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

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### Minimum Qualifications for Instructors

- Art (Masters Required)
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### Course Description

Advanced techniques and processes for creative expression and personal style in studio ceramics media. Emphasis on effective use of studio ceramics equipment.

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### Conditions of Enrollment

Satisfactory completion of: ART 12B

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### Content

#### Course Lecture Content

1. Advance work in handbuilding methods/forms or advanced wheel-thrown forms and design.
2. Development of 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.

## Course Lab/Activity Content

1. Work in varied scale
  2. Exploration of the concept of design
    - a. personal style
    - b. surface design
  3. Studio assignments to maintain ceramics studio.
- 

## Objectives

1. Analyze and choose a style of ceramic object production to emulate in practice. **\*\*Requires Critical Thinking\*\***
  2. Test raw materials in development of a unique palette of clays and glazes. **\*\*Requires Critical Thinking\*\***
  3. Stack, operate and maintain kilns and kiln furniture.
  4. Development and apply 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

Make an 18-inch (height or width) ceramic piece utilizing many elements.

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## Methods of Evaluation

- Essay/Paper
  - Homework
  - Laboratory Assignments
  - Portfolio
  - Research Project
  - 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

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# Yuba Community College District

## Yuba College Course Outline

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### 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

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### 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

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### Minimum Qualifications for Instructors

- Art (Masters Required)
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### Course Description

Advanced techniques and processes. Students work on self-directed projects for the development of creative portfolios.

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### Conditions of Enrollment

Satisfactory completion of: ART 42A

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### 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

### Course Lab/Activity Content

A) Production of a “series” of 6 to 8 pieces, thrown and/or handbuilt for a final exhibit and solo show on campus.

B) Students in this class will write an artist statement to accompany work for exhibition

C) Produce an “e” portfolio for personal/professional and college / departmental use

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### 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.
- 

### Assignments

#### Reading Assignments

#### Writing Assignments

Students will write an artist statement, discussing the work made, along with written ideas about the forms and processes utilized. Emphasis should surround personal perceptions, stories that may



inform the work or “enlighten” the context of the work made. Or, talk about the things learned through the creation of these specific ceramic pieces produced.

First draft review with instructor Week 8. Finished version should accompany the work for final exhibit.

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## Methods of Evaluation

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

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## Course Materials

### Textbooks:

1. Nelson, Glenn C. & Richard Burkett. *Ceramics: A Potter's Handbook*, 6 ed. Wadsworth Publishing, 2001, ISBN: 0030289378

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# Yuba Community College District

## Yuba College Course Outline

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### 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

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### 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

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### Minimum Qualifications for Instructors

- Art (Masters Required)
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### Course Description

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

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### Conditions of Enrollment

Satisfactory completion of: ART 14B

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### Content

#### Course Lecture Content

1. Modeling in relief
2. Modeling in the round
3. Creation of 3 sculptural forms for final exhibition
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.

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### 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.
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### Methods of Instruction

- Laboratory
  - Lecture/Discussion
- 

### Assignments

#### Reading Assignments

#### Writing Assignments

#### Other Assignments

Make a form in “series”, that expands on a piece already currently made by you (from a past semester).

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### Methods of Evaluation

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

- **Skills Demonstrations/Performance Exam**

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## **Course Materials**

### **Textbooks:**

1. Andrews, Oliver. *Living Materials*, University of California Press, 1988, ISBN: 978-0520064522  
**Equivalent text is acceptable**
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# Yuba Community College District

## Yuba College Course Outline

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### 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

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### 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

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### Minimum Qualifications for Instructors

- Art (Masters Required)
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### Course Description

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

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### Conditions of Enrollment

Satisfactory completion of: ART 14B

### Advisories

- Language - recommended eligibility for English 1A
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### 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.

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### 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

#### Other Assignments

Students will write an artist statement, discussing the 3 sculptural works made, about the forms and processes utilized for manufacture. Emphasis should surround personal perceptions, stories that may inform the work made. Or, talk about the things learned through the creation of these specific ceramic pieces produced.

First draft review with instructor, Week 8. Finished version should accompany the work for final exhibit.

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## Methods of Evaluation

- **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Research Project**
  - **Skills Demonstrations/Performance Exam**
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## Course Materials

### Textbooks:

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

## Yuba College Course Outline

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### Course Information

**Course Number:** PSYCH 22  
**Full Course Title:** Social Psychology  
**Short Title:** Social Psych  
**TOP Code:** 2201.00 - Social Sciences, General  
**Effective Term:** Spring 2018

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Psychology (Masters Required)
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### Course Description

This course considers individual human behavior in relation to the social environment. The power of the situation, other individuals, and the social group will be examined. Emphasized topics include: aggression, prejudice and stereotypes, interpersonal attraction, attitudes and attitude change, conformity, group phenomena, gender roles, cultural norms, person perception, and social cognition.

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### Content

#### Course Lecture Content

The course includes the following topics:

1. Self-concept
2. Aggression
3. Prejudice (and stigma) and stereotypes
4. Prosocial behavior
5. Interpersonal relationships, including attraction
6. Attitudes, attitude formation, and attitude change
7. Group processes and decision-making
8. Gender roles
9. Multiculturalism



10. Cultural norms
11. Person perception (e.g., attribution theory)
12. Social cognition
13. Social emotion
14. Obedience to authority
15. Social and physical environments

All topics will be covered from the perspective of a scientific analysis of human behavior. Of necessity this will require an overview of ethics and research methods.

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## Objectives

1. Analyze elements of the scientific approach to understanding human behavior in a psycho-social context **\*\*Requires Critical Thinking\*\***
2. Identify biological and cultural influences on social behavior
3. Discriminate between individual differences and sociocultural influences
4. Explain the major scientific studies which form the basis for current theories of social psychology
5. Describe the ways in which principles gleaned from social psychological research apply to real world problems and issues **\*\*Requires Critical Thinking\*\***
6. Apply models of intervention into social behavior designed to address social problems (e.g., those based on gender, ethnic, racial, or cultural differences and those based on disability) **\*\*Requires Critical Thinking\*\***
7. Compare basic concepts and theories across the areas of social psychology

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## Student Learning Outcomes

1. Upon completion of this course, students should be able to demonstrate knowledge of the epidemiology of socially influenced behaviors by comparing theories.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, students should be able to demonstrate knowledge of how culture plays a role in and can influence social behaviors.
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
3. Upon completion of this course, students should be able to demonstrate understanding of the basic methods and ethical issues associated with research in social psychology.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
4. Upon completion of this course, students should be able to demonstrate insights into how behavior and perception are socially constructed.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

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## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Films and Group Work
- 

## Assignments

### Reading Assignments

Read the original Baumeister research article on ego depletion and answer the following questions:

1. What was the independent variable? [1 pt]
2. What was the main dependent variable? [1 pt]
3. Read the recently published popular press (Slate) article (printed on yellow paper) and answer the following questions:
4. What is a meta-analysis? [1 pt]
5. Briefly describe the “reproducibility crisis.” [1 pt]
6. Briefly describe the two main issues identified in the 2010 meta-analysis. [1 pt]
7. Taking into account both articles, what is your overall feeling about ego depletion? Do you think willpower is a finite resource?
8. Why or why not? Be specific. [2 pts]

### Writing Assignments

For this activity you will use social psychological research to critically assess and explain a mainstream news event.

You will need to select one of the current events or human-interest stories listed below and then explain/critique the incident using **at least 3 theories/concepts** discussed in class (or in the textbook.)

In selecting theories/concepts, you **MUST** select at least one theory/concept from Part 2 (Social Thinking – Modules 3 through 9), one from Part 3 (Social Influence – Modules 12 through 20), and one from Part 4 (Modules 22 and 30) of the textbook. (If you do not have the textbook, see canvas and the syllabus for more information about which theories/concepts are from each part of the textbook.)

You are not necessarily explaining/critiquing the actual event. Instead, you are more than likely going to explain/critique people’s response to the event. For example, if you chose to write about Michael Jackson’s sudden death, you would select theories from the book to explain/critique the **public’s reaction to his death.**

Complete the following:

Briefly describe (in your own words) of the event. [3 pts]

For EACH of the 3 theories/concepts you select, answer/provide the following: [13 pts x 3 = 39 pts]

A brief (general) description of the theory/concept [4 pts]

From which part (2, 3, or 4) of the book does the theory/concept come? [1 pt]

A description of how the theory/concept specifically relates to the event (BE SPECIFIC) [8 pts]

In your opinion, how did the public react/relate to the event? Why? [8 pts]

### Other Assignments

For this assignment, imagine that you are a professional specializing in persuasive communications/compliance tactics and you have been hired to sell a new product. Using information presented in class and/or in your book, create a persuasive infomercial for the “new” product. To maximize persuasion potential, you should include multiple persuasive tactics. (NOTE: Your product can be anything that is classroom appropriate. You can make up a “new” product or use an existing product.) You will need to make a video the infomercial (one videotape/DVD per group) and turn it in with your paper. Your infomercial should be no shorter than 1 minute and no longer than 3 minutes!!

In addition to the infomercial, you will need to answer the following: [15 + 2 + 4 + 4 = 25 pts]

What persuasion techniques did you use in the infomercial? Why did you select each one? Be specific! [15 pts]

Who was your target audience? Why? [2 pts]

Which of the persuasion techniques would you expect to be most effective? Why? [4 pts]

Which of the persuasion techniques would you expect to be least effective? Why? [4 pts]

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### Methods of Evaluation

- **Essay/Paper**
- **Exams**
- **Homework**
- **Participation**
- **Problem Solving Exercises**
- **Quizzes**
- **Other**  
student projects, video, observational reports, etc.

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### Course Materials

#### Textbooks:

1. Myers, David & Twenge, Jean. *Social Psychology*, 12th ed. McGraw Hill, 2015, ISBN: 978-0077861971  
**Equivalent text is acceptable**
2. Aronson, Elliot; Wilson, Timothy; Akert, R. *Social Psychology*, 9th ed. Pearson, 2015, ISBN: 978-0133936544  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** PSYCH 1A  
**Full Course Title:** General Psychology  
**Short Title:** General Psychology  
**TOP Code:** 2001.00 - Psychology, General  
**Effective Term:** Fall 2013

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Psychology (Masters Required)
- 

### Course Description

Psychology is the scientific study of behavior and mental processes. The content focuses on the exploration of major psychological theories and concepts, methods, and research findings in psychology. Topics include the biological bases of behavior, perception, cognition and consciousness, learning, memory, emotion, motivation, development, personality, social psychology, psychological disorders and therapeutic approaches, and applied psychology.

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### Content

#### Course Lecture Content

1. Exploration of major theories, concepts, methods, and research findings in psychology.
2. Research methods, including the scientific approach, research design, the use of statistics, and ethics.
3. Major sub-disciplines in psychology including but not limited to:
  - Biological bases of brain-behavior relationships,
  - Perception,
  - Cognition,
  - Learning,
  - Memory,
  - Emotion,

- Motivation,
- Development,
- Personality,
- Social psychology,
- Psychological disorders and therapeutic approaches,
- Applied psychology.

---

## Objectives

1. Demonstrate familiarity with the major concepts, theoretical perspectives, research methods, core empirical findings, and historic trends in psychology. **\*\*Requires Critical Thinking\*\***
2. Explain (including advantages and disadvantages) and compare major theoretical perspectives of psychology (e.g., behavioral, biological, cognitive, evolutionary, humanistic, psychodynamic and socio-cultural) **\*\*Requires Critical Thinking\*\***
3. Demonstrate knowledge and understanding of the following nine general domains: (1) biological bases of behavior and mental processes, (2) sensation and perception, (3) learning and memory (4) cognition, consciousness, (5) individual differences, psychometrics, personality, (6) social processes (including those related to socio-cultural and international dimensions), (7) developmental changes in behavior and mental processes that occur across the lifespan, (8) psychological disorders, and (9) emotion and motivation
4. Describe and demonstrate an understanding of applied areas of psychology (e.g., clinical, counseling, forensic, community, organizational, school, health)
5. Draw the distinction between scientific and non-scientific methods of understanding and analysis
6. Recognize and understand the impact of diversity on psychological research, theory and application, including (but not limited to): age, race, ethnicity, culture, gender, socio-economic status, disability, and sexual orientation. **\*\*Requires Critical Thinking\*\***
7. Understand and apply psychological principles to personal experience and social and organizational settings. **\*\*Requires Critical Thinking\*\***
8. Demonstrate critical thinking skills and information competence as applied to psychological topics. **\*\*Requires Critical Thinking\*\***

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## Student Learning Outcomes

1. Upon completion of this course, students should be able to demonstrate understanding of the basic research methods used in psychology.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Upon completion of this course, students should be able to be able to identify the major fields in psychology.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

3. Upon completion of this course, students should be able to demonstrate knowledge of insight into current psychological research.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  4. Upon completion of this course, students should be able to demonstrate understanding of and provide explanations for variability in human behavior.
    - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
- 

## Methods of Instruction

- **Lecture/Discussion**
  - **Other**  
Films, group work
- 

## Assignments

### Reading Assignments

\_\_\_\_\_ is a broad explanation for some aspect of the natural world that is **consistently supported** by evidence over time.

Theory

Hypothesis

Law

Joanna has suffered a series of **personal setbacks**, including the death of child, academic problems in college, and a divorce. Joanna could probably best be helped by what kind of psychologist.

Counseling

Cognitive

Developmental

\_\_\_\_\_ involves acquiring knowledge through **observation** instead of through logical argument or previous authorities.

Rationalism

Skepticism

Empiricism

\_\_\_\_\_ is a historical approach in psychology that believes the key to understanding a person lies in uncovering unconscious conflicts and understanding early childhood experiences.

Humanism

Structuralism

Psychoanalytic theory

\_\_\_\_\_ is a historical approach in psychology that focused almost exclusively on observable behaviors.

Functionalism

Structuralism

Behaviorism

\_\_\_\_\_ is a historical approach in psychology that focused on how mental activities helped an **organism adapt** to its environment.

Humanism

Structuralism

Functionalism

\_\_\_\_\_ is a **testable prediction** about the conditions under which a behavior may occur.

Theory

Hypothesis

Hunch

George teaches a corporation how to keep their **employees satisfied and motivated**. George is most likely a \_\_\_\_\_ psychologist.

Counseling

Industrial/Organizational

Developmental

Dangerous Doug's lawyer claimed that his client was **not mentally fit to stand trial** but the prosecutor thinks this is not true. What kind of psychologist could best help resolve this disagreement?

Biopsychology

Developmental

Forensic

\_\_\_\_\_ is a historical approach in psychology that attempted to understand the structure and characteristics of the mind through a careful examination of our conscious experience (i.e. introspection).

Functionalism

Structuralism

Behaviorism

## Writing Assignments

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## Methods of Evaluation

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

- **Quizzes**
  - **Research Project**
- 

## **Course Materials**

### **Textbooks:**

1. Openstax. *Psychology*, Openstac, 2014, ISBN: ISBN-13: 978-1-938168-35-2
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** PSYCH 33  
**Full Course Title:** Personal and Social Adjustment  
**Short Title:** Person & Soc Adjust  
**TOP Code:** 2001.00 - Psychology, General  
**Effective Term:** Spring 2018

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Psychology (Masters Required)
- 

### Course Description

This course is designed with an applied focus for students interested in how psychology is used in everyday life and is related to other social sciences. The course surveys different psychological perspectives and theoretical foundations and how these are applied across a person's life taking into account the influence of factors such as culture, gender, ethnicity, historical cohort, and socio-economic status. A broad understanding of how scientists, clinicians, and practitioners study and apply psychology is emphasized. This course is not open to students who have completed COUNS 33.

---

### Content

#### Course Lecture Content

- A. Understanding the self, identity, coping, and adjustment in becoming a social person
- B. Adjusting to modern life
  - 1. Personality theories
  - 2. Stress and coping
  - 3. Improving performance

- C. The Self and understanding interpersonal adjustment
  - D. Developmental adjustment throughout life
    - 1. Biopsychosocial influences on adjustment
  - E. Psychological perspectives:
    - 1. Biological perspective
    - 2. Psychoanalytic perspective
    - 3. Humanistic and Existential perspective
    - 4. Behavioral Learning perspective
    - 5. Cognitive perspective
  - F. Clinical Assessment procedures and research methodology: Scientist-Practitioner Model
  - G. The Nature of Self
  - H. Social pressure, power of persuasion, and conformity
  - I. Interpersonal communication and conflict resolution
  - J. Psychosocial development across the lifespan
    - 1. Adolescence to adulthood
    - 2. Career choice and development
  - K. Sexual and gender identity
  - L. Habits, lifestyles, and health
  - M. Outcomes and issues of psychological intervention
- 

## Objectives

1. Define and use basic biological, physiological, and psychological terminology to describe adjustment and psychosocial development across the lifespan.
  2. Generate and explicate concrete examples of psychological perspectives and applications underlying personal growth and psychosocial adjustment. **\*\*Requires Critical Thinking\*\***
  3. Describe specific research methods and the general principles of research ethics for the study of human beings, including the safeguards and the peer-review process in science.
  4. Apply psychological principles and develop “new” interpersonal, occupational and social skills for life-long personal growth. **\*\*Requires Critical Thinking\*\***
  5. Differentiate between individual and sociocultural differences as applied to psychology of adjustment.
-

## Student Learning Outcomes

1. Upon completion of this course, students should be able to be able to describe the basic biological/physiological principles relate to adjustment and psychosocial development across the lifespan.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Upon completion of this course, students should be able to be able to describe how theories of personality relate to individual experiences
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students should be able to be able identify and analyze psychological perspectives underlying personal growth and psychosocial adjustment
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
4. Upon completion of this course, students should be able to be able identify and analyze how theories of personality relate to and/or explain life choices and interactions
  - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

---

## Methods of Instruction

- **Lecture/Discussion**
- 

## Assignments

### Reading Assignments

Read the original research article and answer the following questions:

1. \_\_\_\_\_ is the idea that the self's acts of volition draw on some limited resource, and one act of volition will have a harmful impact on any following acts. [1 pt]
2. \_\_\_\_\_ is making choices and decisions, taking responsibility, initiating and inhibiting behavior, and making action plans of action and carrying out those plans. [1 pt]
3. \_\_\_\_\_ refers to the self's exertion of volition, the self acting autonomously on its own behalf. [1 pt]
4. \_\_\_\_\_ is making choices and decisions, taking responsibility, initiating and inhibiting behavior, and making action plans of action and carrying out those plans. [1 pt]
5. What was the independent variable? [.5 pts]
6. What was the main dependent variable? [.5 pts]

Read the recently published popular press (Slate) article and answer the following questions:

7. What is a meta-analysis? [1 pt]
8. Briefly describe the "reproducibility crisis." [1 pt]
9. Briefly describe the two main issues identified in the 2010 meta-analysis. [1 pt]

10. Taking into account both articles, what is your overall feeling about ego depletion? Do you think willpower is a finite resource? Why or why not? Be specific. [2 pts]

## Writing Assignments

### PSYCHOLOGY IN THE NEWS

For this activity you will use psychological research to critically assess and explain a mainstream news event. You will select one of the current events or human-interest stories listed below and then explain/critique the incident using **at least 3 theories/concepts** discussed in class (or in the textbook.)

You are not necessarily explaining/critiquing the actual event. Instead, you are more than likely going to explain/critique people's response to the event. For example, if you chose to write about Michael Jackson's sudden death, you would select theories from the book to explain/critique the **public's reaction to his death**. Complete the following:

Briefly describe (in your own words) of the event.

For EACH of the 3 theories/concepts you select, answer/provide the following:

1. A brief (general) description of the theory/concept
2. From which part chapter of the book does the theory/concept come?
3. A description of how the theory/concept specifically relates to the event AND/OR the public's reaction (BE SPECIFIC)

#### POSSIBLE CURRENT EVENT OR HUMAN-INTEREST STORIES:

- The media's coverage of Hillary Clinton
- The media's coverage of Ted Cruz
- The media's coverage of Bernie Sanders
- The media's coverage of Donald Trump
- Caitlyn Jenner's coming out as a trans-woman and her transition
- Supreme Court declares same-sex marriage legal in all 50 states

NOTE: If none of these events appeal to you, you can select a different event. However, you must get it approved by me.

### Other Assignments

For this assignment, imagine that you are a professional specializing in persuasive communications/compliance tactics and you have been hired to sell a new product. Using information presented in class and/or in your book, create a persuasive infomercial for the "new" product. To maximize persuasion potential, you should include multiple persuasive tactics. (NOTE: Your product can be anything that is classroom appropriate. You can make up a "new" product or use an existing product.) You will need to make a video the infomercial (one videotape/DVD per group) and turn it in with your paper. Your infomercial should be no shorter than 1 minute and no longer than 3 minutes!!

In addition to the infomercial, you will need to answer the following:

1. What persuasion techniques did you use in the infomercial? Why did you select each one? Be specific!
2. Who was your target audience? Why?

3. Which of the persuasion techniques would you expect to be most effective? Why?
  4. Which of the persuasion techniques would you expect to be least effective? Why?
- 

## Methods of Evaluation

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

## Course Materials

### Textbooks:

1. Weiten, Wayne; Dunn, Dana; Hammer, Elizabeth . *Psychology Applied to Modern Life: Adjustment in the 21st Century*, 1 ed. Wadsworth, 2014, ISBN: ISBN-13: 978-1285459950  
**Equivalent text is acceptable**
  2. Duffy, Karen; Kirsh, Steven; Atwater, Eastwood. *Psychology for Living: Adjustment, Growth, & Behavior*, 11 ed. Pearson, 2014, ISBN: ISBN-13: 97802059616  
**Equivalent text is acceptable**
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** PSYCH 41  
**Full Course Title:** Lifespan Development  
**Short Title:** Lifespan Develop  
**TOP Code:** 2001.00 - Psychology, General  
**Effective Term:** Fall 2013

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Psychology (Masters Required)
- 

### Course Description

Introduction to the scientific study of human development from conception to death. Examines the interplay of the biological, psychological, social and cultural influences on the developing human being.

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### Content

#### Course Lecture Content

1. Introduction
  - a. Human development - definitions and controversies in the field (traditional Vs lifespan, continuous vs discontinuous, nature vs nurture)
  - b. The scientific method
  - c. Approaches to studying change over time
2. Developmental Theories
  - a. Psychodynamic theories
  - b. Learning theories
  - c. Contextual theories (e.g., sociocultural)
  - d. Cognitive theories
  - e. Humanistic theories
3. Genetics
  - a. Genes, chromosomes and genetic transmission

- b. Genetic and chromosomal disorders
  - 4. Prenatal Development and Birth
    - a. Stages of prenatal development and birth (labor)
    - b. Effects of the environment on prenatal development
    - c. Neonatal testing and competencies
  - 5. Physical, cognitive, and psychosocial development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood
  - 6. Death and Dying
- 

## Objectives

1. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them) **\*\*Requires Critical Thinking\*\***
  2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context
  3. Identify biological, psychological, and sociocultural influences on lifespan development
  4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan **\*\*Requires Critical Thinking\*\***
  5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.
  6. Identify and describe the techniques and methods used by developmental psychologists to study human development.
  7. Identify and describe classic and contemporary theories and research in lifespan psychology.
  8. Describe the developing person at different periods of the lifespan.
  9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process
- 

## Student Learning Outcomes

1. Upon completion of this course, students should be able to demonstrate an understanding of ethical issues and basic research methods in human development.
  - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Upon completion of this course, students should be able to demonstrate knowledge of the major factors that influence human development
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students should be able to demonstrate knowledge of the relative strengths and weaknesses of different theoretical approaches to human development
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
4. Upon completion of this course, students should be able to be able to identify and discuss behaviors associated with typical and atypical development across the lifespan

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

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## Methods of Instruction

- **Lecture/Discussion**
- 

## Assignments

### Reading Assignments

Read the scenarios below and identify the Piagetian term that **best** applies [1.5 points each]

1. Twenty-month-old Rose pretended to drive a car by sitting in a laundry basket and making steering motions with her hands.
1. When 16-month-old George was visiting his relatives, he saw his older cousin tap his foot to the beat of music, something George had never seen before. The next day, when George heard music on the radio, he tapped his foot to the beat.
1. Baby Logan is playing with a ball in his playpen and accidentally throws the ball out causing it to roll under a nearby chair. Logan tries to get his mother to retrieve the ball by pointing in the direction of where the ball went under the chair.
1. In 4-year-old Amanda's preschool class, the group discussion involved airplanes. After that, Amanda considered herself an expert on airplanes and believed she knew everything there was to know about airplanes, even though she was unable to provide a reasonable explanation about why she thought she knew so much about airplanes.
1. Madeline is working to teach her 4-year-old daughter, Eliza, how to count. She places 10 buttons in one row with very little space between the buttons, and 8 buttons in another row with more space between the buttons; therefore, the second row is longer than the first. Then Madeline asks her daughter which row has more buttons. Inevitably, Eliza chooses the second row, even though she knows that 10 is more than 8.
1. 7-year-old Alice is working with clay in art class, and she rolls a round ball of clay between her hands until it becomes a long rope of clay. However, she decides that she doesn't want the rope of clay, but would prefer that the clay is in the shape of a ball again. Alice knows that this is possible.

Centration

Conservation

Decentration

Deferred imitation

Egocentric thought



Intuitive thought

Irreversibility

Mental representation

Object permanence

Reversibility

Symbolic thought

1. What did Piaget mean by circular reactions in the sensorimotor stage? In your response, discuss and differentiate between primary, secondary, and tertiary circular reactions.

Identify which of the 6 sensorimotor substages best fit with the scenarios below. [1 point each]

1. Baby Jimmy's parent places a brand new rattle in his crib, and Jimmy immediately picks it up and tries to mouth the rattle. When it shakes, it makes noise. Jimmy immediately tries shaking the rattle in different ways to see how the sound changes. He seems to enjoy this activity.
1. At dinnertime, Baby Michael is seated in his high chair as his parents try to feed him; however, Michael repeatedly drops or throws his cup, spoon, and much of his dinner onto the floor while he watches the consequences of his actions.
10. Baby Dionne is playing in her crib and reaches to pull back a blanket that is partially covering the teddy bear that she wants to play with.
11. Julie normally breast-feeds her baby. However, during the workday Julie's mom watches the baby and feeds her with a bottle. Julie has noticed that her baby's approach to being bottle-fed is somewhat different than when the baby is being breast-fed.

Substage 1: Simple reflexes

Substage 2: Primary circular reactions

Substage 3: Secondary circular reactions

Substage 4: Coordination of circular reactions

Substage 5: Tertiary circular reactions

Substage 6: Beginnings of thought

12. Define (and differentiate between) by assimilation and accommodation. [2.5 points]

13. Identify which of the following is assimilation and which is accommodation. [1.5 points each]

1. Five-year-old Alex and his mother visited the zoo. While they were there, Alex's mother took him to see the squirrel exhibit. Alex saw many different types of squirrels, but when he saw a flying squirrel glide from one branch to the next he pointed and said, "A bird with a tail."
1. Five-year-old George has a dog. When he was out on a walk with his mother he saw a cat. The cat had fluffy fur, four legs, and a tail just like George's dog. He pointed at the cat and said "A dog."

### Writing Assignments Other Assignments



#### Assignment #2 (20 Points) – Due September 23<sup>rd</sup>

**INFANT TOY SURVEY.** Examine several toys marketed for **infants**(see package for age ranges). Determine how this toy is designed for **infant safety** **and to stimulate infant development**, especially **sensory development**. Try to find two good toys and two poor (or not quite as good) toys.

#### Toy #1

Description:

Manufacturer recommended age range:

Rate the toy (1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent) for each of the 4 dimensions below. **Briefly explain each rating.** (You can attach a separate sheet if you need more space.)

\_\_\_\_\_ Durability

\_\_\_\_\_ Safety

\_\_\_\_\_ Attractiveness

\_\_\_\_\_ Source of stimulation

Would you buy this toy for your child (or close relative)? Why or why not?

## **Toy #2**

Description:

Manufacturer recommended age range:

Rate the toy (1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent) for each of the 4 dimensions below. **Briefly explain each rating.** (You can attach a separate sheet if you need more space.)

\_\_\_\_\_ Durability

\_\_\_\_\_ Safety

\_\_\_\_\_ Attractiveness

\_\_\_\_\_ Source of stimulation

Would you buy this toy for your child (or close relative)? Why or why not?

**Toy #3**

Description:

Manufacturer recommended age range:

Rate the toy (1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent) for each of the 4 dimensions below. **Briefly explain each rating.** (You can attach a separate sheet if you need more space.)

\_\_\_\_\_ Durability

\_\_\_\_\_ Safety

\_\_\_\_\_ Attractiveness

\_\_\_\_\_ Source of stimulation

Would you buy this toy for your child (or close relative)? Why or why not?

**Toy #4**

Description:

Manufacturer recommended age range:

Rate the toy (1 = Poor, 2 = Fair, 3 = Average, 4 = Good, 5 = Excellent) for each of the 4 dimensions below. **Briefly explain each rating.** (You can attach a separate sheet if you need more space.)

\_\_\_\_\_ Durability

\_\_\_\_\_ Safety

\_\_\_\_\_ Attractiveness

\_\_\_\_\_ Source of stimulation

Would you buy this toy for your child (or close relative)? Why or why not?

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## Methods of Evaluation

- Essay/Paper
  - Exams
  - Homework
  - Participation
  - Quizzes
  - Research Project
  - Other  
Group Discussions
- 

## Course Materials

### Textbooks:

1. Santrock, John. *Life-Span Development*, 17th ed. McGraw Hill, 2018, ISBN: 978-1260092080  
**Equivalent text is acceptable**
2. Boyd, Denise & Bee, Helen. *Lifespan Development*, 7th ed. Pearson, 2014, ISBN: 978-0133805666  
**Equivalent text is acceptable**
3. Berk, Laura. *Exploring lifespan development*, 4th ed. Pearson Publishing, 2017, ISBN: 978-013441970  
**Equivalent text is acceptable**

### Other:

1. Optional materials include: My Development Lab, Pearson Publishing Supplemental materials
- 

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** PSYCH 7

**Full Course Title:** Research Methods in Psychology

**Short Title:** Psych Methods

**TOP Code:** 2001.00 - Psychology, General

**Effective Term:** Fall 2014

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### Course Standards

**Course Type:** Credit - Degree Applicable

**Units:** 3.0

**Total class hours:** 162.0

**Total contact hours in class:** 54.0

**Lecture hours:** 54.0

**Hours outside of class:** 108.0

**Repeatable:** No

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

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### Minimum Qualifications for Instructors

- Psychology (Masters Required)
- 

### Course Description

This course covers the many research designs and methods in psychology, including descriptive, associative, and causal claims. The various instrumentation, collection procedures, data collection and analysis, and reporting procedures are also examined. Research methods and design will be surveyed from a wide section of psychological fields.

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### Conditions of Enrollment

Satisfactory completion of: PSYCH 1A; (STAT 1 or PSYCH 6)

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### Content

#### Course Lecture Content

##### A. Introduction

1. Scientific and nonscientific approaches to knowledge

2. Scientific method goals
3. Critically evaluating peer-reviewed literature and secondary sources
4. APA format
5. Correlational and Causal Relationships
6. Dependent and independent variables
7. Validity and reliability
8. Samples and sampling methods
9. Theoretical and operational definitions
10. Selection of appropriate statistical tests (chi-square, correlation, t-tests, ANOVA)

#### B. Ethical Issues in the Conduct of Psychological Research

1. APA ethical Standards
2. Risks vs. benefits of research
3. Use of deception
4. Use of human and animal subjects

#### C. Descriptive Methods

1. Observation and survey techniques and usage
2. Biases, demand characteristics, participant reactivity, and expectancy effects
3. Theories, research questions, hypotheses
4. Interpretation and limits data
5. Levels of measurement

#### D. Unobtrusive Measures of Behavior (physical trace methods, archival research methods, content analysis)

#### E. Experimental Methods

1. Independent group designs
2. Repeated measures
3. Rationale and limitations
4. Counterbalancing and practice effects

#### F. Main and interaction effects

1. Graphing methods
2. Determining types of effects

#### G. Other Research Designs

1. Single-Case Research



2. Quasi-Experimental Research
  3. Comparing quasi-experimental and true experimental designs
- 

## Objectives

1. Demonstrate an understanding of the scientific method.
  2. Combine and summarize related research reports.
  3. Develop and test hypotheses. **\*\*Requires Critical Thinking\*\***
  4. Demonstrate knowledge of descriptive, associative, causal, and research designs, and accepted research practices.
  5. Test hypotheses using applicable research measures.
  6. Explain the ethical treatment of human and animal participants in research and the institutional requirements for conducting research.
  7. Assess studies for internal validity and generalizability. **\*\*Requires Critical Thinking\*\***
  8. Demonstrate proficiency in APA style.
  9. Critically evaluate research reports. **\*\*Requires Critical Thinking\*\***
- 

## Student Learning Outcomes

1. Upon completion of this course, students should be able to communicate the results of psychological research in written form, adhering to APA style
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  2. Upon completion of this course, students should be able to demonstrate the ability to identify appropriate research designs to test specific research hypotheses
    - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
  3. Upon completion of this course, students should be able to design and/or conduct basic studies to address psychological questions using appropriate research methods
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
  4. Upon completion of this course, students should be able to conduct and evaluate basic statistical analyses
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 

## Methods of Instruction

- **Lecture/Discussion**
- 

## Assignments

**Reading Assignments**

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

\_\_\_\_\_ 1. Which of the following is the independent variable (IV)?

- A. Alcohol consumed
- B. Number of participants
- C. Number of errors
- D. Three groups

\_\_\_\_\_ 2. What is the measurement scale for the independent variable (IV)?

- A. Nominal
- B. Ordinal
- C. Interval/Ratio

\_\_\_\_\_ 3. Which of the following is the dependent variable (DV)?

- A. Alcohol consumed
- B. Number of participants
- C. Number of errors
- D. Three groups

\_\_\_\_\_ 4. What is the measurement scale for the dependent variable (IV)?

- A. Nominal
- B. Ordinal
- C. Interval/Ratio

Suppose you conducted a drug trial on a group of animals and you hypothesized that the animals receiving the drug would show increased heart rates compared to those that did not receive the drug. You conduct the study and collect whether the animal received the drug (yes or no) and whether there was an increase in heart rate (yes or no). [2 pts]

\_\_\_\_\_ 5. Which of the following is the independent variable (IV)?

- A. The drug
- B. Heart rate
- C. Animals
- D. Study

\_\_\_\_\_ 6. What is the measurement scale for the independent variable (IV)?

- A. Nominal
- B. Ordinal
- C. Interval/Ratio

\_\_\_\_\_ 7. Which of the following is the dependent variable (DV)?

- A. The drug
- B. Heart rate
- C. Animals
- D. Study

\_\_\_\_\_ 8. What is the measurement scale for the dependent variable (DV)?

- A. Nominal
- B. Ordinal
- C. Interval/Ratio

9. A pharmaceutical company developed a new drug to relieve hallucinations experienced by schizophrenics.

A researcher contacted four psychiatrists, asking two of them to administer the drug to their patients who had hallucinations and asking the other two psychiatrists to administer a placebo to their patients who had hallucinations. (Of course, to control experimenter expectancy effects, the psychiatrists did not know whether their patients received the drug or the placebo.) Two weeks later, an independent team of psychiatrists evaluated all of the patients. Analyses of the data showed that patients who received the drug were experiencing fewer hallucinations than patients who received the placebo, and the company moved forward to market the drug.

- A. What is the independent variable (IV) in this study? [1/2 pts]
- B. What was the level of measurement (nominal, ordinal, interval/ratio) for the IV? [1 pt]
- C. What is the dependent variable (DV)? [1/2 pts]
- D. What was the level of measurement (nominal, ordinal, interval/ratio) for the DV? [1 pt]
- E. Should the pharmaceutical company be concerned about the validity of the results? That is to say, are there any weaknesses or confounds? Explain. Be specific! [2 pts]

\_\_\_\_\_ 10. Measurements made on a Likert-type scale ranging from 1 to 7 involve what level of measurement? [1 pt]

- A. Nominal
- B. Ordinal
- C. Continuous
- D. Interval/Ratio

\_\_\_\_\_ 11. Determining first, second, and third place in an election involves what level of measurement? [1 pt]

- A. Nominal
- B. Interval
- C. Ordinal
- D. Ratio

\_\_\_\_\_ 12. Determining how quickly a research participant can solve a problem involves what level of measurement? [1 pt]

- A. Nominal
- B. Ordinal
- C. Discrete
- D. Interval/Ratio

\_\_\_\_\_ 13. Categorizing people by their major in college involves what level of measurement? [1 pt]

- A. Nominal
- B. Ordinal
- C. Interval
- D. Ratio

\_\_\_\_\_ 14. Religious preference (Christian, Jewish, Buddhist, Muslim, etc.) a/(n) \_\_\_\_\_ level of measurement. [1 pt]

- A. ordinal

- B. nominal
- C. interval/ratio
- D. Likert

\_\_\_\_\_ 15. Naomi is studying the effect of popularity on academic success. To do this, she has elementary school students rate how popular each member of their class is. She then uses this information to rank the students on popularity (e.g., John is the most popular, Dee is the second-most popular). Which level of measurement was used? [1 pt]

- A. Ordinal
- B. Nominal/categorical
- C. Interval/ratio
- D. None of the above

16. Identify the level of measurement (nominal, ordinal, interval/ratio) for each of the following examples: [1 pt each]

A. Children in elementary school are evaluated and classified as non-readers (0), beginning readers (1), grade level readers (2), and advanced readers (3).

B. Sac State wants to know which dormitories the students prefer. The administration counts the number of applications for each dorm. They assign a rank to each dorm based on the number of applications received.

C. A researcher wants to determine whether the circadian temperature cycle is less stable for older or middle-aged adults. Body temperature in degrees Fahrenheit is measured every 15 minutes over a period of 3 days.

D. Interviewers ask research subjects to describe relationships with people in their lives. Raters review these descriptions and assign an attachment category (Secure - 1, Preoccupied - 2, Fearful - 3, Dismissing - 4).

E. A researcher wants to examine the subjective well-being of his participants. He asks all participants to respond to a question (i.e., "In most ways my life is close to ideal") using a 1 (strongly disagree) to 7 (strongly agree) scale.

## Writing Assignments

## Other Assignments

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## Methods of Evaluation

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

Running data analyses using statistical software.

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## Course Materials

**Textbooks:**

1. Cozby, P. & Bates, S.. *Methods in Behavioral Research*, 13 ed. McGraw Hill, 2017, ISBN: 978-1259676987  
**Equivalent text is acceptable**
2. Morling, B. . *Research Methods in Psychology*, 3rd ed. WW Norton, 2017, ISBN: 978-0393617542  
**Equivalent text is acceptable**

**Manuals:**

1. American Psychological Association. *Publication Manual of the American Psychological Association*, 6th ed. American Psychological Association, 2010, ISBN: 978-1433805615

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# PSYCHOLOGY WITH A FOCUS ON SOCIAL SERVICES

## ASSOCIATE IN ARTS

### Description

Psychology is the study of human thought, feelings, and behavior. Part of its appeal is the fact that it involves both scientific investigation and practical applications of those findings in everyday life. This degree is designed to introduce students to the field of psychology with a specific emphasis on social services. Those pursuing this degree will find career options centering around helping others. This program is designed to prepare students for employment as para-professionals with agencies such as (but not limited to) youth group homes, youth and family services agencies, schools, probation, welfare, and mental health departments. Specific career titles may include (but are not limited to) peer support group facilitator, youth group home worker, and county/state eligibility worker.

**This degree is not designed to prepare students to transfer to a UC or CSU.** If the goal is to transfer to a UC or CSU, the Psychology ADT is a much better option.

### Program Learning Outcomes

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

1. Analyze psychological data/information/theories.
2. Draw reasonable conclusions in relation to human behavior from the data/information/theories.
3. Articulate similarities and differences in human behavior among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues as they relate to human behavior.
4. Demonstrate respect for the psychological differences in opinions, feelings and values of others in one's interactions.
5. Apply psychological principles to the development of interpersonal, occupational and social skills and life-long personal growth.

### Program Requirements:

Required Courses		Course Block Units: (6 Required)
PSYCH1A	General Psychology	3
PSYCH12	Human Sexuality & Sexual Behavior	3
<b>Take 6 units from the following:</b>		<b>Course Block Units: (6 Required)</b>
PSYCH22	Social Psychology	3
PSYCH33 or	Personal and Social Adjustment	3
COUNS33	Personal and Social Adjustment	3
PSYCH41	Lifespan Development	3
PSYCH7	Research Methods in Psychology	3

**Take 6 units from the following:**

SPECH6 or	Small Group Communication	3
HUSEV28	Skills and Techniques of Group Counseling	3
AJ10 or	Introduction to Criminal Justice System	3
AJ21	Narcotics and Drugs	3
ECE31	Child, Family, Community	3

**Course Block Units: (6 Required)****Total: 18**

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# PSYCHOLOGY AA-T

## ASSOCIATE IN ARTS FOR TRANSFER

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### Description

The Associate in Arts in Psychology for Transfer degree is designed for students for transfer into the CSU system to complete a bachelor's degree in Psychology. Psychology is the study of human thought, feelings, and behavior. Part of its appeal is the fact that it involves both scientific investigation and practical applications of those findings in everyday life.

Yuba College Psychology courses offer a diverse program with several goals: 1) To expose students to the variety of sub-fields in psychology; 2) to engender knowledge of, and appreciation for, the spirit and nature of scientific inquiry; 3) to facilitate insight into oneself and increase knowledge of, and sensitivity to, others; 4) to introduce students to the basic body of knowledge, thus preparing them for further study in Psychology.

Those pursuing psychology as a field of study will find many career options centering around helping others to understand, predict, and influence their own behavior and the behavior of others. Psychologists may teach, conduct research, perform psychological testing, or do consultation in a variety of settings which include hospitals, businesses, private practice, personnel offices, industry, colleges and universities, and government. Training in Psychology provides a valuable foundation for professions wherein interpersonal interactions are a component of the work setting.

To earn this AA-T degree, students must meet the following Associate in Arts Degree for Transfer requirements (pursuant to SB1440 law):

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

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### Program Learning Outcomes

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

1. Demonstrate respect for the psychological differences in opinions, feelings and values of others in one's interactions.
  2. Draw reasonable conclusions in relation to human behavior from the data/information/theories.
  3. Articulate similarities and differences in human behavior among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues as they relate to human behavior.
  4. Apply psychological principles to the development of interpersonal, occupational and social skills and life-long personal growth.
  5. Analyze psychological data, information, and theories
-



## Program Requirements:

**Required Core Courses (10 units):**
**Course Block Units: (10 Required)**

PSYCH1A	General Psychology	3
PSYCH7	Research Methods in Psychology	3
PSYCH6 or	Introduction to Statistics in Social and Behavioral Science	4
STAT1	Introduction To Statistical Methods	4

**Biology Requirement (Choose one from the following, 4 - 5 units):**
**Course Block Units: (4 Required)**

BIOL10L	General Biology	4
BIOL4 or	Human Anatomy	4
BIOL15 or	Bioscience	4
BIOL1	Principles of Biology	5

**Critical Thinking Requirement (choose one from the following, 3 units):**
**Course Block Units: (3 Required)**

ENGL1B or	Critical Thinking & Writing About Literature	3
ENGL1C or	Critical Thinking/Advanced Composition	3
PHIL12	Critical Thinking	3

**Psychology Electives (Choose one from the following, 3 units):**
**Course Block Units: (3 Required)**

PSYCH12	Human Sexuality & Sexual Behavior	3
PSYCH22	Social Psychology	3
PSYCH41	Lifespan Development	3
PSYCH33 or	Personal and Social Adjustment	3
COUNS33	Personal and Social Adjustment	3

**Total: 20**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** CHEM 2B  
**Full Course Title:** Introductory Chemistry II  
**Short Title:** Intro Chem II  
**TOP Code:** 1905.00 - Chemistry, General  
**Effective Term:** Fall 2013

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 4.0  
**Total class hours:** 216.0  
    **Total contact hours in class:** 108.0  
        **Lecture hours:** 54.0  
        **Lab hours:** 54.0  
    **Hours outside of class:** 108.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Chemistry (Masters Required)
- 

### Course Description

Introduction to fundamental concepts of organic and biochemistry. Topics of instruction include (1) structure, nomenclature, and reactions of some organic compounds and drugs, (2) stereochemistry, (3) structure and metabolism of carbohydrates, lipids, proteins, enzyme activity and inhibition, nucleic acids and DNA, and (4) bioenergetics. Completion of this course along with CHEM 2A is designed to satisfy the requirements of those allied-health career programs which require two semesters of chemistry.

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### Conditions of Enrollment

Satisfactory completion of: CHEM 1A or CHEM 2A

### Advisories

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

### Content

#### Course Lecture Content

1. Hydrocarbons
2. Alcohols, phenols and ethers
3. Aldehydes and ketones
4. Carboxylic acids
5. Amines
6. Esters and amides
7. Stereochemistry
8. Carbohydrates
9. Proteins and Enzymes
10. Lipids
11. Nucleic Acids
12. Metabolism
13. Stereochemistry

### Course Lab/Activity Content

The Laboratory activities will provide students with hands-on activities involving separation techniques and characterization of organic molecules. This will include the following areas:

1. Properties and reactions of hydrocarbons
2. Properties and reactions of alcohols
3. Reactions of carbonyl compounds
4. Identification of an unknown
5. Esterification
6. Isolation of lecithin from egg yolks
7. Nitrogen containing compounds and polymers
8. Characteristics of proteins
9. The study of an enzyme system
10. Partial thermal degradation of mixed saccharides with protein inclusions

---

### Objectives

1. At the conclusion of this course, the student should be able to: Draw and Name structures containing common mono-functional organic molecules and differentiate functional groups when they appear in an organic structure and relate the physical and chemical properties of compounds containing these functional groups with the structure of each functional classification. **\*\*Requires Critical Thinking\*\***
2. At the conclusion of this course, the student should be able to Distinguish roles of four major classes of bio-molecules in living cells. **\*\*Requires Critical Thinking\*\***
3. At the conclusion of this course, the student should be able to compare and contrast the processes of DNA replication and transcription, RNA translation, and common types of mutations. **\*\*Requires Critical Thinking\*\***
4. At the conclusion of this course, the student should be able to demonstrate knowledge of major biochemical components in metabolism. **\*\*Requires Critical Thinking\*\***
5. At the conclusion of this course, the student should be able to participate in laboratory activities and write laboratory reports. **\*\*Requires Critical Thinking\*\***
6. At the conclusion of this course, the student should be able to predict the outcome of reactions of organic compounds. **\*\*Requires Critical Thinking\*\***
- 7.
- 8.

- 9.
- 10.
- 11.

---

## Student Learning Outcomes

1. CSLO1: Nomenclature: Upon completion of this course, students will demonstrate proficiency in correctly naming organic and biochemicals. Focus will be on alkanes, alkenes, alcohols, carbonyl compounds, amines, carbohydrates, lipids, proteins and nucleic acids and their polymers.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. CSLO2: Reactions: Upon completion of this course, students will demonstrate proficiency in predicting the product(s) of a series of organic chemical reactions. Focus will be on reactions of alkanes, alkenes, alcohols, carbonyl compounds and aromatics.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. CSLO3: Physical Properties: Upon completion of this course, students will analyze the structure of organic and biochemical molecules and describe their chemical and physical properties.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

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## Methods of Instruction

- **Laboratory**  
Students will perform laboratory experiments where they will analyze various classes of organic and biochemical molecules to determine their physical and chemical properties.
- **Lecture/Discussion**  
Standard lecture structure with materials provided via PowerPoint presentations along with instructor-led discussions related to the material being lectured on.

---

## Assignments

### Other Assignments

**Carboxylic acids may be prepared by oxidation of either**

1. aldehydes or ketones
2. primary or secondary alcohols
3. aldehydes or primary alcohols
4. aldehydes or secondary alcohols

(The above is a typical multiple choice question from an exam)

**Draw the structure for the following compound:**

- *cis*-3-iodopropylcyclopentanol

(The above is a typical nomenclature/structure problem)

A sample of ethyl alcohol is divided into two portions. Portion A is added to an aqueous solution of a strong oxidizing agent and allowed to react. The organic product of this reaction is then mixed with portion B of the ethyl alcohol. A trace of acid is added and the solution is heated. What is the structure of the final product of this reaction?

(The above is a typical essay/short answer/reaction problem)

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## Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Quizzes

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## Course Materials

### Textbooks:

1. Timberlake, Karen C.. *General, Organic, and Biological Chemistry Structures of Life*, 5th ed. Pearson, 2015, ISBN: 9780321967466  
**Equivalent text is acceptable**

### Manuals:

1. Orton, Kevin. *Experiencing Chemistry A Personal Exploration for Chemistry 2B*, -- ed. Yuba College, 2019, ISBN: --  
**Equivalent text is acceptable**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

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

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 2.0  
**Total class hours:** 108.0  
    **Total contact hours in class:** 36.0  
        **Lecture hours:** 36.0  
    **Hours outside of class:** 72.0  
**Repeatable:** No  
**Grading Method:** Letter Grade Only

---

### Minimum Qualifications for Instructors

- Culinary Arts/
- 

### Course Description

Nature and importance of food service management, including general management principles, personnel principles and customer relations. This includes business plan development and presentation.

---

### Content

#### Course Lecture Content

1. General management principles
  - a. Organizational structure
  - b. Job descriptions
  - c. Design and layout
  - d. Laws and regulations
  - e. Business Planning
  - f. Forecasting
  - g. Advertising
  - h. Projections
  - i. Profit and loss
2. Personnel principles
  - a. Training and supervision
  - b. Problem solving

- c. Motivations
- d. Communications
- e. Recruitment
- 3. Customer relations
  - a. Dining room
  - b. Service
  - c. Law

---

## Objectives

1. Demonstrate the use of a restaurant projection according to industry standards.
2. Recognize good personnel relationships and procedures as used in a food service operation.
3. Identify and implement basic restaurant standards for customers.
4. Understand employee and customer relations. **\*\*Requires Critical Thinking\*\***
5. Multi-task in a diverse environment. **\*\*Requires Critical Thinking\*\***

---

## Student Learning Outcomes

1. Upon completion of this course, students will be able to successfully cost a 10 item menu. Students will be assessed by scoring 75% or better
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, students will successfully create and present a restaurant business plan. Students will be assessed by scoring 75% or better.
  - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
  - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

---

## Methods of Instruction

- Lecture/Discussion

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## Distance Education

### Delivery Methods

- Online
-

## Assignments

### Reading Assignments

Read Chapters 1-13. There will be quizzes per chapter.

### Writing Assignments

Using the criteria from the textbook and presentation delivered in class, develop a business plan starting with your Value, Vision and Mission Statements. Include Business type and name. You will present your business plan to the class.

---

## Methods of Evaluation

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

## Course Materials

### Textbooks:

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

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# CULINARY ARTS

## ASSOCIATE IN SCIENCE

### Description

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

### Program Learning Outcomes

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

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

### Program Requirements:

Required Courses		Course Block Units: (30.5 Required)
CUL51A	Basic Food Preparation	3
CUL51B	Advanced Food Preparation	3
CUL52A	Professional Baking	3
CUL52B	Advanced Baking	3
CUL54	Food Sanitation, Safety, and Storage	0.5
CUL59A	Basic Restaurant Operations	4
CUL59B	Advanced Restaurant Operations	4
CUL60	Advanced Foods and Catering	2
CUL61	Introductory Purchasing for Food Service and Hospitality	1
CUL64	Beverage Control and Operation	2
CUL65	Food Service Operation and Management	2
HLTH10	Principles of Nutrition	3
		<b>Total: 30.5</b>

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# ENGINE PERFORMANCE/ DRIVEABILITY AND TUNE-UP

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

## Description

The Engine Performance/Drivability and Tune-Up certificate prepares students with job skills needed to enter the automotive field. Emphasis electrical, electronic engine and fuels management systems, and complete automotive systems diagnosis and repair. It prepares students for the Automotive Service Excellence (ASE) A6 and A8 certifications including Advanced Engine Performance (L-1). This certificate also prepares the student for the California State Emission Control License Test.

## Program Learning Outcomes

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

1. Students will be able to demonstrate the ability to perform advanced automotive tune-up problems pertaining to fuel ignition, emission, computers, wiring systems, 5-gas analyzers and combustion, and mechanical engine diagnostics.
2. Students will be able to demonstrate a knowledge of current automotive electrical systems and advanced fuel systems with emphasis on diagnosis, service and repair.
3. Students will be able to demonstrate a knowledge of the basic operating principles of automotive air conditioning, heating and ventilating systems. Including air conditioner and heater operation, engine cooling system, system operation with normal service and adjustment procedures, problem diagnosis, repair procedures.

## Program Requirements:

Required Courses		Course Block Units: (34 Required)
AUTO21	Introduction to Automobiles	3
AUTO53.33	Fuel Systems	4
AUTO52.36	Heating and Air Conditioning Systems	3
AUTO52.44	Electrical Systems	6
AUTO50B	Advanced Engine Performance and Diagnosis	2
AUTO53.55	Advanced Tune-Up	5
AUTO52.61C	Electrical Systems Experience	1
AUTO52.61D	Engine Performance Experience	1
AUTO95	State Emission Control License	7
AUTO52.81	Hybrid and Alternative Fuel Vehicles	2
		<b>Total: 34</b>

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# ENGINE PERFORMANCE/ DRIVEABILITY AND TUNE-UP

## ASSOCIATE IN SCIENCE

### Description

The Engine Performance/ Driveability and Tune-Up Degree prepares students with job skills needed to enter the automotive field. Emphasis electrical and electronic engine and fuels management systems, and complete automotive systems diagnosis and repair. It prepares students for the Automotive Service Excellence (ASE) A6 and A8 certifications including Advanced Engine Performance (L-1). This certificate also prepares the student for the California State Emission Control License Test.

### Program Learning Outcomes

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

1. Students will be able to demonstrate the ability to perform advanced automotive tune-up problems pertaining to fuel ignition, emission, computers, wiring systems, 5-gas analyzers and combustion, and mechanical engine diagnostics.
2. Students will be able to demonstrate a knowledge of current automotive electrical systems and advanced fuel systems with emphasis on diagnosis, service and repair.
3. Students will be able to demonstrate a knowledge of the basic operating principles of automotive air conditioning, heating and ventilating systems. Including air conditioner and heater operation, engine cooling system, system operation with normal service and adjustment procedures, problem diagnosis, repair procedures.

### Program Requirements:

Required Courses		Course Block Units: (34 Required)
AUTO21	Introduction to Automobiles	3
AUTO53.33	Fuel Systems	4
AUTO52.36	Heating and Air Conditioning Systems	3
AUTO52.44	Electrical Systems	6
AUTO50B	Advanced Engine Performance and Diagnosis	2
AUTO53.55	Advanced Tune-Up	5
AUTO52.61C	Electrical Systems Experience	1
AUTO52.61D	Engine Performance Experience	1
AUTO95	State Emission Control License	7
AUTO52.81	Hybrid and Alternative Fuel Vehicles	2
<b>Total: 34</b>		

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# AUTOMOTIVE EMISSION TECHNICIAN

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

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## Description

The Automotive Emissions Technician Certificate prepares students with job skills needed to enter the automotive field as emissions inspectors or emission repair technicians. Emphasis is placed on fuels, electrical and emissions systems. It meets the state of California requirements for students seeking to apply for a California state smog inspector and/or repair license(s).

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## Program Learning Outcomes

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

1. Students will be able to demonstrate basic technical skills used by all automotive service, repair and emission technicians, in the areas of electronic fuel injection performance testing and EFI sensors.
2. Students will be able to demonstrate knowledge of current automotive electrical systems with emphasis on diagnosis, service and repair of vehicle computer systems using DVOMs, scopes, analyzers and scanners.
3. Students will be able to explain the state regulations regarding smog check stations, technicians, certification, and how to write estimates.

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## Program Requirements:

### Required Courses

### Course Block Units: (24 Required)

AUTO53.33	Fuel Systems	4
AUTO52.44	Electrical Systems	6
AUTO50B	Advanced Engine Performance and Diagnosis	2
AUTO53.55	Advanced Tune-Up	5
AUTO95	State Emission Control License	7

**Total: 24**

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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** WELD 62  
**Full Course Title:** Pipe Welding Fundamentals  
**Short Title:** Pipe Welding Fund  
**TOP Code:** 0956.50 - Welding Technology/Welder\*  
**Effective Term:** Spring 2018

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### Course Standards

**Course Type:** Credit - Degree Applicable  
**Units:** 4.0  
    **Lecture hours:** 54.0  
    **Lab hours:** 54.0  
**Repeatable:** No  
**Grading Method:** Letter Grade or Pass/No Pass

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### Minimum Qualifications for Instructors

- Welding
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### Course Description

This course covers fundamentals of pipe welding with emphasis on open groove pipe joints and pipe joint preparation using oxy-fuel cutting, plasma cutting, and proper grinding techniques. The course emphasizes shielded metal arc welding (SMAW) but will introduce students to other welding processes related to welding pipe in all positions.

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### Conditions of Enrollment

Satisfactory completion of: WELD 10 or WELD 20 or WELD 40 or WELD 12

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### Content

#### Course Lecture Content

1. Introduction
2. Safety
  - a. Eye
  - b. Ear
  - c. Respiratory
3. Basic pipe layout
  - a. Positions

- b. Grooves
- c. Techniques
- 4. Pipe classification and identification
  - a. Welding metallurgy
  - b. Heat distortion
- 5. Pipe design and preparation
  - a. Pipe fit-up
  - b. Manual pipe beveling machines
  - c. Automated pipe beveling machines
- 6. Welding projects done with open root in the 5-G and 6-G positions
  - a. ASME test positions
- 7. Introduction to ASME, API, and AWS welding codes

### Course Lab/Activity Content

1. Use Oxy-fuel and plasma cutting to prepare pipe welding coupons
2. Fit up pipe welding coupons in the 2G and 5G positions
3. Welding the root, fill and cover passes
4. Cut out and prepare samples of the welding joint for destructive testing

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### Objectives

1. Demonstrate a comprehensive understanding and awareness of pipe welding techniques and welding code requirements in GMAW and SMAW processes.
2. Evaluate the reliability and quality of welded pipe joints. **\*\*Requires Critical Thinking\*\***
3. Demonstrate an understanding of oxyacetylene cutting joint preparation, pipe layout, stress relieving, and basic metallurgy.
4. Apply basic pipe layout and fitting. **\*\*Requires Critical Thinking\*\***
5. Properly cut pipe with manual and semiautomatic oxygen and acetylene processes.

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### Student Learning Outcomes

1. Upon completion of this course, students will cut pipe manually and with mechanized cutting equipment.
  - **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 set-up and prepare plate and pipe coupons for SMAW.
3. Upon completion of this course, students will be able to use SMAW procedures to weld open root using cellulistic and lo hydrogen electrodes.
4. Upon completion of this course, students will be able to set-up and weld pipe in a safe and proficient manner and avoid practices that could pose a danger to oneself and others.
  - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

## Methods of Instruction

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

Individual and group exercises, Audio/Visual presentations, and demonstrations

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## Assignments

### Reading Assignments

Review the document "gentle reminders for welding 5g pipe" and be prepared to discuss in class.

### Writing Assignments

Outline the chapters of the book and answer assigned terms and questions

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## Methods of Evaluation

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

Bend Tests, Binders, Bookwork as assigned

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## Course Materials

### Textbooks:

1. Hoobasar Rampaul. *Pipe Welding Procedures*, 2nd ed. Industrial Press, Inc., 2002, ISBN: 978-0831131418

### Other:

1. Students must provide safety glasses, welding gloves, and suitable working clothes before they are permitted to weld.
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# Yuba Community College District

## Yuba College Course Outline

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### Course Information

**Course Number:** WELD 85  
**Full Course Title:** Structure Design and Fabrication  
**Short Title:** Struct Design & Fab  
**TOP Code:** 0956.50 - Welding Technology/Welder\*  
**Effective Term:** Fall 2018

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### Course Standards

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

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### Minimum Qualifications for Instructors

- Welding Or
  - Manufacturing Technology
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### Course Description

Structural weld design and fabrication of weldments. Operation of mechanized iron workers, tubular benders, press brakes and other fabrication equipment. Students will receive instruction on utilization of blueprints, welding symbols, cost estimation, and layout techniques, in regards to structural steel applications.

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### Conditions of Enrollment

#### Advisories

- **Computer Literacy - recommended basic computer skills**  
Projects are designed with CNC equipment
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### Content

#### Course Lecture Content



1. Orientation and safety
2. Technical drawing and sketching
  - a. blueprint reading
3. Materials and specific application
  - a. cost
  - b. buying
  - c. proper utilization
  - d. industrial classification of materials
4. Shop equipment and operation
5. Fabrication of weldments
  - a. production methods
  - b. terms
  - c. weld symbols
  - d. interchangeability
6. Manufacturing planning
  - a. organization
  - b. operation
  - c. relation to production
  - d. manufacturability
  - e. production of CAD/CAM models
7. Tooling and fabrication
  - a. use of fixtures
  - b. jigs and special tools
  - c. modern techniques and shortcuts
8. AWS structural code
9. Methods
  - a. detail
  - b. assembly
  - c. installation
10. Material project planning (MRP)
11. CNC Pressbrake of plate steel

### Course Lab/Activity Content

Laboratory tasks will provide hands-on experience related to the following topics:

1. Orientation and safety
2. Technical drawing and sketching
  - a. blueprint reading
3. Materials and specific application
  - a. cost
  - b. buying
  - c. proper utilization
  - d. industrial classification of materials
4. Shop equipment and operation
5. Fabrication of weldments
  - a. production methods
  - b. terms
  - c. weld symbols
  - d. interchangeability
6. Manufacturing planning
  - a. organization
  - b. operation
  - c. relation to production
  - d. manufacturability
  - e. production of CAD/CAM models

7. Tooling and fabrication
    - a. use of fixtures
    - b. jigs and special tools
    - c. modern techniques and shortcuts
  8. AWS structural code
  9. Methods
    - a. detail
    - b. assembly
    - c. installation
  10. Material project planning (MRP)
  11. CNC Pressbrake of plate steel
  - 1.
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## Objectives

1. Apply common shop safety practices.
  2. Recognize common weld methods, blueprint directions and symbols.
  3. Analyze material specifications to decide specific applications. **\*\*Requires Critical Thinking\*\***
  4. Produce project plans, cut lists, and detailed material and labor costs for individual and/or group project.
  5. Understand basic terminology and language related to steel layout and design.
  6. Demonstrate the safe and proper use of fabrication equipment.
  7. Synthesize tooling and fixtures to place objects together correctly.
  8. Identify detail and assembly techniques to properly fabricate products.
  9. Develop and build a project from concept through production. **\*\*Requires Critical Thinking\*\***
  10. Program and use the CNC press brake in the fabrication of projects. **\*\*Requires Critical Thinking\*\***
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## Student Learning Outcomes

1. Upon completion of this course, students will apply common shop safety practices.
  2. Upon completion of this course, students will recognize common weld methods; blueprint directions and symbols.
  3. Upon completion of this course, students will synthesize tooling and fixtures to place objects together correctly.
  4. Upon completion of this course, students will demonstrate an understanding of Structural steel fabrication methods.
    - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
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## Methods of Instruction

- **Laboratory**  
Demonstration and practice

- **Lecture/Discussion**  
Powerpoints, demonstrations and discussion
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## Assignments

### Reading Assignments

Chapters from books and handouts as assigned

### Other Assignments

Watch the careers in welding video and complete the quiz.

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## Methods of Evaluation

- **Exams**
  - **Homework**
  - **Laboratory Assignments**
  - **Oral Tests/Class Performance**
  - **Participation**
  - **Quizzes**
  - **Skills Demonstrations/Performance Exam**
  - **Other**  
Final Project
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## Course Materials

### Textbooks:

1. Frank Marlow. *Welding Fabrication & Repair, Questions and Answers*, Industrial Press, 2002, ISBN: 0-8311-3155-1

### Other:

1. Students will be required to provide safety equipment and clothing required for working in a welding shop.
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