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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ACCT 1A
Full Course Title: Principles of Accounting - Financial Lab
Short Title: PrinAcct-FinLab
TOP Code: 0502.00 - Accounting*
Effective Term: Spring 2016

Course Standards

Course Type: Credit - Degree Applicable
Units: 0.5
Total class hours: 27.0
Total contact hours in class: 27.0
Lab hours: 27.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Accounting (Masters Required)
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Course Description

Laboratory to accompany Principles of Accounting - Financial (ACCT 1). Students use the computer as a tool in solving accounting problems. Includes spreadsheets and computerized accounting system. Each student is required to have some type of storage device to save their files on.

Conditions of Enrollment

Concurrent enrollment or satisfactory completion of: ACCT 1

Advisories

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

Course Lecture Content

Computer applications in accounting.

Course Lab/Activity Content

Excel for Accounting Principles:

1. Lab P8 Gross Profit
2. Lab P7 FIFO/LIFO
3. Lab P5 Bank Reconciliation
4. Lab P6 Aging
5. Lab P9 Depreciation

Accounting for Merchandising Business:

1. Input daily transactions for a month (4 week business cycle)
 2. Create Weekly Journal Entries and Trial Balance
 3. Evaluate Company Financial Statements
 4. Evaluate Customers
 5. Evaluate Vendors
 6. Evaluate Inventory
 7. Reconcile Bank Statement
 8. Make Adjusting Journal Entries
 9. Make Closing Entries
 10. Complete Company Final Evaluation
-

Objectives

1. Complete a project covering the full accounting cycle for a proprietorship merchandising business.
 2. Apply the computer as a tool in solving accounting problems. ****Requires Critical Thinking****
 3. Explain the nature and purpose of generally accepted accounting principles (GAAP) and International Financial Reporting Standards (IFRS). Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information;
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Student Learning Outcomes

1. Upon completion of this course, students will apply the computer as a tool in solving accounting problems.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **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 prepare, analyze, and interpret a complete accounting cycle.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
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Methods of Instruction

- **Laboratory**
Excel lab assignments utilizing formulas to automate routine data changes.
 - **Other**
Online Project- Merchandising Business transactions for an accounting cycle.
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Assignments

Other Assignments

Using an Excel Lab Template for FIFO/LIFO, students will calculate inventory units available in Ending Inventory on the Balance Sheet and Cost of Merchandise Sold, using each Cost Assumption Method. Students will calculate using formulas in Excel to automate changes in data.

Methods of Evaluation

- **Laboratory Assignments**
 - **Other**
Practice Set Project - Merchandising Company
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Course Materials

Textbooks:

1. Smith, Gaylord. *Excel Applications for Accounting Principles*, 4th ed. South-Western Cengage Learning, 2012, ISBN: 9781111581565
Equivalent text is acceptable

Software:

1. *PKL Software*. PKL Software.com, Algorithmic ed. Educational based Accounting Software.
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ACCT 1
Full Course Title: Principles of Accounting-Financial
Short Title: Prin of Acct-Fin
TOP Code: 0502.00 - Accounting*
Effective Term: Spring 2016

Course Standards

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

Minimum Qualifications for Instructors

- Accounting (Masters Required)
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Course Description

This is the study of accounting as an information system, examining why it is important and how it is used by investors, creditors, and others to make decisions. The course covers the accounting information system, including recording and reporting of business transactions with a focus on the accounting cycle, the application of generally accepted accounting principles, the financial statements, and statement analysis. Includes issues relating to asset, liability, and equity valuation, revenue and expense recognition, cash flow, internal controls, and ethics.

Conditions of Enrollment

Satisfactory completion of: ACCT 10A; (GNBUS 30 or GNBUS 33) Concurrent enrollment or satisfactory completion of: ACCT 1A; (GNBUS 30 or GNBUS 33) (Acct 10A or (Placement Level 2005 or above qualifying score on Mathematics placement exam)) Or by placement

Advisories

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

Course Lecture Content

1. Purposes and uses of accounting information
2. The accounting cycle
3. Cash and accrual accounting
4. Internal controls
5. Financial reporting rules and disclosure
6. Current assets and current liabilities
7. Long-term assets and long-term liabilities
8. Stockholders' equity and reporting requirements
9. Statement of Cash Flows
10. Financial statements and statement analysis
11. Ethical issues

Objectives

1. Explain the nature and purpose of generally accepted accounting principles (GAAP) and International Financial Reporting Standards (IFRS).
2. Explain and apply the components of the conceptual framework for financial accounting and reporting, including the qualitative characteristics of accounting information, the assumptions underlying accounting, the basic principles of financial accounting, and the constraints and limitations on accounting information. ****Requires Critical Thinking****
3. Define and use accounting and business terminology.
4. Explain what a system is and how an accounting system is designed to satisfy the needs of specific businesses and users; summarize the purpose of journals and ledgers.
5. Apply transaction analysis, input transactions into the accounting system, process this input, and prepare and interpret the four basic financial statements. ****Requires Critical Thinking****
6. Distinguish between cash basis and accrual basis accounting and their impact on the financial statements, including revenue recognition and matching principles. ****Requires Critical Thinking****
7. Identify and illustrate how the principles of internal control are used to manage and control the firm's resources and minimize risk.
8. Explain the content, form, and purpose of the basic financial statements (including footnotes) and the annual report, and how they satisfy the information needs of investors, creditors, and other users.
9. Explain the nature of current assets and related issues, including the measurement and reporting of cash and cash equivalents, receivables and bad debts, and inventory and cost of goods sold.
10. Explain the valuation and reporting of current liabilities, estimated liabilities, and other contingencies.
11. Identify and illustrate issues relating to long-term asset acquisition, use, cost allocation, and disposal.
12. Distinguish between capital and revenue expenditures.
13. Identify and illustrate issues relating to long-term liabilities, including issuance, valuation, and retirement of debt; including the time value of money.
14. Identify and illustrate issues relating to stockholders' equity, including issuance, repurchase of capital stock, and dividends.
15. Explain the importance of operating, investing and financing activities reported in the Statement of Cash Flows. ****Requires Critical Thinking****

16. Interpret company activity, profitability, liquidity and solvency through selection and application of appropriate financial analysis tools. ****Requires Critical Thinking****
 17. Identify the ethical implications inherent in financial reporting and be able to apply strategies for addressing them.
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Student Learning Outcomes

1. Upon completion of this course, students will prepare the Statement of Cash Flows and explain the importance of operating, investing and financing activities.
 - **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 apply transaction analysis, input transactions into the accounting system, and prepare and interpret the four basic financial statements.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. Upon completion of this course, students will distinguish between capital expenditures and revenue expenditures.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 4. Upon completion of this course, students will Interpret company activity, profitability, liquidity and solvency through selection and application of appropriate financial analysis tools.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
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Methods of Instruction

- **Laboratory**
Students will apply the computer spreadsheet application software to complete accounting tasks, analysis, and reporting.
 - **Lecture/Discussion**
Each chapter will be lectured upon. Students will participate in discussion and preparation of accounting tasks.
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Assignments

Reading Assignments

Read Chapter 6 - Inventories pages 271 to 317

Writing Assignments

Prepare inventory cost flow assumption schedules using FIFO, LIFO, and Average Cost methods.

Other Assignments

Complete Excel for Accounting Principles Lab P7 Fifo/Lifo. Make sure to use formulas and a chart analysis.

Methods of Evaluation

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

Excel for Accounting Principles. Practice set for a proprietorship merchandising business.

Course Materials

Textbooks:

1. Warren Jones Tayler. *Financial and Managerial Accounting*, 15th ed. South-Western Cengage Learning, 2018, ISBN: 9781337902663
Equivalent text is acceptable
2. Smith, Gaylord. *Excel Applications for Accounting Principles*, 4th ed. South-Western Cengage Learning, 2012, ISBN: 9781111584565
Equivalent text is acceptable

Software:

1. *PKL Software*. PKLSoftware.com, Algorithmic ed. Computerized Accounting Project for a Merchandising Business

Other:

1. CengageNow.Com Access Code
 2. Calculator
 3. Spreadsheet Software
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 20

Full Course Title: African, Oceanic, and Native American Art History Survey

Short Title: Non Western Art

TOP Code: 1001.00 - Visual and Performing Arts, General

Effective Term: Spring 2017

Course Standards

Course Type: Credit - Degree Applicable

Units: 3.0

Total class hours: 108.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 54.0

Repeatable: No

Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Art (Masters Required)
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Course Description

This course is a survey of visual culture within select regions in Africa, Oceania, and indigenous Americas.

Content

Course Lecture Content

1. Introduction to the discipline of Art History
 - a. Aesthetics
 - b. Connoisseurship
 2. Africa: from prehistoric to present
 - a. Rock art
 - b. Sub Sahara
 - c. West Africa
 - d. East Africa
 - e. South Africa
 3. Native Americas: from prehistoric to present
 - a. North America
 4. Oceania: from prehistoric to present
 - a. Melanesia
 - b. Micronesia
 - c. Polynesia
 - d. Australia
-

Objectives

1. Identify, examine, and assess representative works of art and architecture from the art historical periods covered in this course employing appropriate art historical terminology. ****Requires Critical Thinking****
 2. Analyze, discuss, and differentiate works of art and architecture in terms of historical context and cultural values. ****Requires Critical Thinking****
 3. Analyze, discuss, and distinguish the roles of art, architecture, and the artist from the art historical periods covered in this course. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course students will recognize the distinct visual language and iconography of art from various cultures in Africa, Oceania, and Indigenous North America.
 2. Upon completion of this course students will understand how Non Western art is related to geographic resources, social organization, and the belief systems of the cultures examined.
 3. Upon completion of this course students will demonstrate an understanding of the social function of Non-Western art through a personal project based on research.
-

Methods of Instruction

- Lecture/Discussion
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

1. Read handout titled "Aspects of African Culture: *Masquerades*" in preparation to discuss the function of masks and performance in African culture
 2. Write an essay comparing the iconography of temple paintings of the Kings of Dahomey with the murals from the Tepantitla at Teotihuacan.
-

Methods of Evaluation

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

Course Materials

Textbooks:

1. Kampen-O'riley, Michael. *Art Beyond the West*, 3rd ed. Pearson, 2012, ISBN: B00E6TPB96
Equivalent text is acceptable

Other:

1. Online museum sites and videos
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 3A
Full Course Title: Women in Art I
Short Title: Women in Art I
TOP Code: 1002.00 - Art/Art Studies, General
Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

- Art (Masters Required)
-

Course Description

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

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

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

Objectives

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

Student Learning Outcomes

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

Methods of Instruction

- Lecture/Discussion

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Each student is required to hand in one response card per week, signed and dated. No pre-dated or post-dated cards are accepted. In this card, the student will ask a thoughtful question or make a thoughtful comment in reaction to the artists discussed that week. The students may choose to do extra research via the internet or text sources and share that via the card. The professor will respond to some of the cards in public at the start of lecture, and will also talk with students one on one. The professor will file the cards and at the end of the term will give a response card grade, which has the weight of one major exam. The students will receive an envelope of their response cards at the end of the term. This envelope is essentially a journal of the student's experience in the class.

Methods of Evaluation

- Essay/Paper
- Exams
- Homework
- Participation

Course Materials

Textbooks:

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

Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: HUMAN 26A
Full Course Title: Women in Art I
Short Title: Women in Art
TOP Code: 1002.00 - Art/Art Studies, General
Effective Term: Spring 2009

Course Standards

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

Minimum Qualifications for Instructors

- Humanities (Masters Required)
-

Course Description

The role of women as artists in the western world, beginning in the middle ages and concluding in the Twentieth Century art world. Not open for credit to students with credit in Art 3A or Women 26A. (L)

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

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

Objectives

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

Student Learning Outcomes

1. Upon completion of this course, students will be able to identify early examples of women artists.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
2. Upon completion of this course, students will use oral and written format to discuss stylistic differences and comparisons between various women artists' work.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
3. Upon completion of this course, students will be able to discuss historical period differences of early women artists.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.

Methods of Instruction

- Lecture/Discussion

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Each student is required to hand in one response card per week, signed and dated. No pre-dated or post-dated cards are accepted. In this card, the student will ask a thoughtful question or make a thoughtful comment in reaction to the artists discussed that week. The students may choose to do extra research via the internet or text sources and share that via the card. The professor will respond to some of the cards in public at the start of lecture, and will also talk with students one on one. The professor will file the cards and at the end of the term will give a response card grade, which has the weight of one major exam. The students will receive an envelope of their response cards at the end of the term. This envelope is essentially a journal of the students' experience in the class.

Methods of Evaluation

- Essay/Paper
- Exams

- Homework
 - Participation
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Course Materials

Textbooks:

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

Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 3B
Full Course Title: Women in Art II
Short Title: Women in Art II
TOP Code: 1002.00 - Art/Art Studies, General
Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

- Art (Masters Required)
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Course Description

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

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

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

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

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

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

- Lecture/Discussion
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

The students will be given a list of local female professional artists. The list will include contact information, and after reviewing images from each artist, the students will choose an artist to interview. The students may choose to work alone, or in pairs. They will submit a list of questions before the interview, for the professor's approval. After the interview, the students will present the results, either in writing or in a presentation made to the class. The presentation must include both biographical and stylistic information. The artist whose work is documented will be presented with

either the written report or a video recording of the class presentation.

Methods of Evaluation

- Essay/Paper
 - Exams
 - Homework
 - Participation
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Course Materials

Textbooks:

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

Yuba College Course Outline

Course Information

Course Number: HUMAN 26B
Full Course Title: Women in Art II
Short Title: Women in Art II
TOP Code: 1002.00 - Art/Art Studies, General
Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

- Humanities (Masters Required)
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Course Description

Role of women as visual artists in Europe and the Americas, focusing on the Twentieth Century. Not open for credit to students with credit in ART 3B or WOMEN 26B.

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
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Content

Course Lecture Content

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

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

Objectives

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

Student Learning Outcomes

1. Upon completion of this course, students will be able to demonstrate and communicate an understanding of the progression of twentieth century art historical styles in both Europe and the United States, as it relates to women in the arts.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 2. Upon completion of this course, students will be able to analyze, compare, and contrast specific stylistic differences through examples of work by twentieth century female artists.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 3. Upon completion of this course, students will be able to discuss stylistic differences in oral and written formats of specific works by twentieth century female artists.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
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Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Slides, Interact TV
-

Assignments

Reading Assignments

The students will be given a list of local female professional artists. The list will include contact information, and after reviewing images from each artist, the students will choose an artist to interview. The students may choose to work alone or in pairs. They will submit a list of questions before the interview, for the professor's approval. After the interview, the students will present the results, either in writing or in a presentation made to the class. The presentation must include both biographical and stylistic information. The artist whose work is documented will be presented with either the written report or a video recording of the class presentation.

Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

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

Minimum Qualifications for Instructors

- Art (Masters Required)
-

Course Description

Introduces students to the principles of drawing and design, tools, computer software, and vocabulary and concepts for design of commercial art production. Focus is on promotional design skills for client-based product.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

1. Introduction to Illustration
 - a. Planning the advertising image to aim at a specific audience
 - b. Business aspects of commercial art
2. "Spot" Illustration Techniques

- a. Different mediums
 - b. Style and techniques
 - c. Effective simplification for communication of product and audience impact
 - d. Color separation.
3. Introduction to Production Process
 4. Layout Design using principles & elements of design
 5. Logos, Lettering
 - a. Finished constructed lettering
 - b. Direct Lettering
 - c. Type-set
 6. Developing a layout for production
 7. Introduction to technical illustration

Course Lab/Activity Content

1. “Thumb Nails” , Idea sketches
 2. Lettering and Calligraphy
 3. Logos, letterhead business cards and envelope design
 4. Franzia Wine 3 Ad Campaign
 5. Bradbury Home design brochure
 6. Line technique illustrations
 7. Short Story Illustration
 8. Android Skull Illustration
 9. Professional Portfolio for presentation
-

Objectives

1. Thumb nail sketches, conceptual idea sketching. ****Requires Critical Thinking****
2. "Line" illustration, ways of using line in design.
3. Type, Lettering and calligraphy.
4. Logos, Letterhead, business cards and envelope design. ****Requires Critical Thinking****

5. Ad campaigns, Promotion design.
 6. Brochure design, Layout for brochures. ****Requires Critical Thinking****
 7. illustration of short stories, book cover design. ****Requires Critical Thinking****
 8. "Scale", Poster and billboard Design. ****Requires Critical Thinking****
 9. Figure and skull studies, for science based promotions and publishing ****Requires Critical Thinking****
 10. Professional Portfolio for client presentation. ****Requires Critical Thinking****
-

Student Learning Outcomes

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

Methods of Instruction

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

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Art 19A FRANZIA WINE ADVERTISEMENT ASSIGNMENT DEADLINE: Ask to use the computers on this project. You are to hand in a very high professional quality series of illustrated ads: 1. Full page color ad, 2. ¼ page black and white ad, and a 3. 1 column 2" ad 4. Design for your portfolio mounted, with a tracing flap, and covered with a protective sheet of paper as you have learned how to do up to this point. Remember that you are appealing to a client or art director that wants a professionally powerful advertisement that compels a person to buy the product. This assignment is due at the beginning of class next Tuesday.

Methods of Evaluation

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

Course Materials

Textbooks:

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

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ART 14A
Full Course Title: Beginning Sculpture
Short Title: Beg Sculpture
TOP Code: 1002.00 - Art/Art Studies, General
Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

- Art (Masters Required)
-

Course Description

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

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

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

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

Course Lab/Activity Content

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

Objectives

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

Student Learning Outcomes

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

Methods of Instruction

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

Assignments

Reading Assignments

Writing Assignments

Other Assignments

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

Methods of Evaluation

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

Group and individual critiques in oral or written formats;

Course Materials

Textbooks:

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

Other:

1. Sculpture tools, and materials for projects
-

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: CHEM 2A
Full Course Title: Introduction to Inorganic Chemistry
Short Title: Intro Chem
TOP Code: 1905.00 - Chemistry, General
Effective Term: Fall 2019

Course Standards

Course Type: Credit - Degree Applicable
Units: 5.0
Total class hours: 270.0
 Total contact hours in class: 162.0
 Lecture hours: 54.0
 Lab hours: 108.0
 Hours outside of class: 108.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Chemistry (Masters Required)
-

Course Description

This is an introductory course focusing on the fundamental principles of inorganic chemistry; structure and bonding, nomenclature, chemical equations and reactions, stoichiometry, acids, bases, and chemical equilibrium, redox, gases, solutions, and nuclear chemistry. It is recommended for allied health or applied science majors. Not open to students with credit in CHEM 1A or equivalent. Prerequisite: Math 101 with a grade of C or better (OR Math 101B with a grade of C or better). (C-ID CHEM 101)

Conditions of Enrollment

Satisfactory completion of: MATH 101 or (MATH 101B)

Advisories

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

Content

Course Lecture Content

1. Matter – Atoms and Elements
2. Nomenclature
3. Measurement
4. Chemical Bonds
5. Chemical Reactions
6. Stoichiometry
7. Energy and States of Matter
8. Gas Laws
9. Aqueous Systems
10. Solutions
11. Acids, bases and salts
12. Nuclear Chemistry

Course Lab/Activity Content

1. Math Skills
2. Measurement

3. Problem Solving
 4. Analysis of a Mixture
 5. Density
 6. Calorimetry
 7. Matter
 8. Atomic Structure
 9. Nuclear Chemistry
 10. Nomenclature
 11. Lewis Diagrams
 12. Molecular Models
 13. Chemical Equations
 14. Redox Equations
 15. Mole Concept
 16. Formula of a Hydrate
 17. Chemical Reactions
 18. Hydrogen
 19. Gas Laws
 20. Gas Stoichiometry
 21. Solutions
 22. Electrolytes and Net Ionic Equations
 23. Chemical Equilibrium
 24. Standardization
 25. Titration
-

Objectives

1. At the conclusion of the course, the student should be able to analyze the fundamental features of chemistry including measurement, mathematical conversion of measured physical properties such as mass, volume, density, pressure, temperature, solutions, concentrations and dilutions ****Requires Critical Thinking****
 2. At the conclusion of the course, the student should be able to demonstrate knowledge of the qualitative features of chemistry including physical and chemical properties, naming and writing chemical formulas of compounds and evaluating chemical reactions; ****Requires Critical Thinking****
 3. At the conclusion of this course, the student should be able to differentiate typical acid and base formulas and compare/contrast the behavior associated with acids and bases; ****Requires Critical Thinking****
 4. At the conclusion of this course, the student should be able to analyze chemical reactions to quantitatively determine theoretical yield ****Requires Critical Thinking****
 5. At the conclusion of this course, the student should be able to solve simple equilibrium problems related to acids, bases, and salts and calculate the pH of a solution. ****Requires Critical Thinking****
 6. At the conclusion of this course, the student should be able to describe the atomic structure and periodic arrangements of elements. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. CSLO1 Upon completion of the course, students will analyze chemical formulas and names; recognize chemistry terms based on a definition provided.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. CSLO2 Upon completion of the course, students will perform chemistry calculations and express results with proper metric units and significant digits; convert data to and from scientific notation; demonstrate balancing of chemical equations.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
3. CSLO3 Upon completion of the course, students will use the Periodic Table of the Elements to recognize pertinent information; evaluate graphical data; compare variant forms of energy and (pure and impure) matter.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
4. CSLO4 Upon completion of the course, students will analyze chemistry concepts via the scientific method; relate atomic structure to molecular structure; use molecular structure to predict properties of compounds and solutions; predict the behavior of chemical systems in equilibrium.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
5. CSLO5 Upon completion of the course, students will follow written directions; identify and manipulate common laboratory equipment; perform and record measurements.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

- Laboratory
 - Lecture/Discussion
 - Other
Reading Assignments
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Chemistry 2A Yuba
College

Name _____

Lab Section _____

Locker Number _____

Lab Report #19: Gas Stoichiometry

Follow all safety guidelines. Measure and record all data to the highest precision. Record your data on the report form as you complete each measurement, never on a scrap of paper which can be lost or misplaced. **WRITE ALL NUMBERS USING PROPER UNITS AND SIGNIFICANT FIGURES. SHOW WORK ON ALL CALCULATIONS.**

to sink

1. Write a balanced equation for the reaction of sodium bicarbonate and hydrochloric acid.
1. Measure and record the mass of a clean, dry 250 mL Erlenmeyer flask. Note: the flask must be scrupulously dry.

Report to the instructor with your flask to obtain a sample of the unknown mixture (sodium bicarbonate with an inert contaminant). Measure and record the mass of the sample and flask.

Calculate the mass of the sample mixture.

1. Set up the pneumatic trough next to the sink and allow the overflow tube to dangle into the sink. Fill the trough with water until the water flows out through the overflow tube into the sink. Fill the glass body of a 50 mL graduated cylinder with water and invert it in the trough, placing it above the gas inlet port. Make sure that air bubbles are not trapped in the cylinder; if they are, repeat the filling process.
 - a. When your team is ready for gas collection, add 30 mL of dilute (1 M) hydrochloric acid solution to the flask and immediately insert the stopper connected to hose of the trough. Grasp the flask at its neck while wrapping your index and middle fingers over the top of the stopper (on either side of the outlet hose) to constantly hold it tightly in the flask. Gently swirl the flask constantly to keep gas flowing into the pneumatic trough; do not shake the flask. Continue the procedure until gas collection is complete. **BEFORE MOVING THE GRADUATED CYLINDER FROM ITS POSITION**, record the volume of gas collected and the difference in water levels in the trough and graduated cylinder (see step 5).

Gas volume (mL)

Convert the gas volume to liters.

1. Difference in water levels in the trough and graduated cylinder (h, in mm).
-

Calculate the pressure difference (DP) in torr (mm Hg) between the collected carbon dioxide and the atmosphere. (Note: mercury is about 13.59 times as dense as water.)

= mm Hg = DP (torr)

1. Record the temperature (°C) of the water in the trough.
-

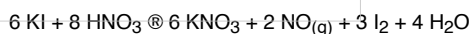
1. Record the barometric pressure ($P_{\text{baro, torr}}$).

Calculate the partial pressure of the carbon dioxide gas: $P_{CO_2} = P_{baro} - \Delta P - P_{H_2O}$.

1. Use the general ideal gas law to calculate the number of moles of carbon dioxide gas collected.
1. Based on the number of moles of gas collected, and assuming the sodium bicarbonate to be the limiting reactant, use stoichiometry dictated in the equation written in step 1 to calculate the mass of sodium bicarbonate that was present in your test sample.
1. Calculate the percentage (by mass) of sodium bicarbonate in your test sample.

$$= \frac{g, NaHCO_3}{g, mixture} (100 \%)$$
$$6 \text{KI} + 8 \text{HNO}_3 \rightarrow 6 \text{KNO}_3 + 2 \text{NO}_{(\text{g})} + 3 \text{I}_2 + 4 \text{H}_2\text{O}$$
[illegible]

1. If 10.0 L of nitrogen monoxide gas is collected at 372 torr and 25 °C, what mass of nitric acid was reacted?

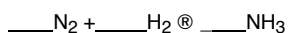


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1. When 1.40 kg of nitrogen react, what volume of ammonia gas, measured at STP, will be formed?

[illegible]

1. What volume of ammonia measured at 35 °C and 765 torr, will be produced from 2.70 g of hydrogen?

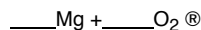


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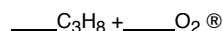
(a) calculation track:

(b) gas law calculation:

1. What volume of oxygen is consumed, at STP, when a 243 mg magnesium flare is burned?



1. How many molecules of propane gas, C₃H₈, must be combusted to produce 1000. L of carbon dioxide at 100. °C and 1.00 atmosphere?



1. What mass of potassium carbonate is required to react with nitric acid to produce 175 mL of carbon dioxide at STP?

1. Sodium chloride and oxygen may be combined to produce sodium chlorate.

If 426 mg of product is to be prepared in a particular experiment, what will be the pressure, in torr, of reactant gas used in a 250. mL flask at 35 °C?

Methods of Evaluation

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

Course Materials

Textbooks:

1. Timberlake, Karen. *General, Organic, and Biological Structures of Life*, 6 ed. Pearson, 2019, ISBN: 978-0-13-480467-5
Equivalent text is acceptable

Manuals:

1. Langston, John (editor). *Chemistry 2A Supplements*, -- ed. --, 2018, ISBN: --
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ECOL 10

Full Course Title: Environment-Concepts and Issues

Short Title: Envir Concepts

TOP Code: 0401.00 - Biology/Biological Sciences, General

Effective Term: Spring 2013

Course Standards

Course Type: Credit - Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Biological Sciences (Masters Required) **Or**
 - Ecology (Masters Required)
-

Course Description

The course presents fundamental physical, chemical, and biological principles in examining how natural ecosystems function and how human actions affect natural ecosystems. Emphasis is placed on the role of science in determining causes and in contributing sustainable solutions to local and global environmental problems. Topics include ecological principles, biodiversity, climate change, sustainability, renewable and non-renewable energy, water resources, air and water pollution, and solid waste management.

Conditions of Enrollment

Advisories

- **Computer Literacy - recommended basic computer skills**
Canvas (Learning Management System) is highly integrated into the course. Analysis of ecological and environmental data via computer may be necessary.
 - **Language - recommended eligibility for English 1A**
Basic English skills are necessary to complete writing assignments and essay questions.
 - **Mathematics - recommended eligibility for Math 52**
Analyzing environmental and ecological data requires basic math skills.
-

Content

Course Lecture Content

1. Scientific Methodologies and the Role of Science

- a. The scientific method
- b. Information literacy

2. Ecological Principles

- a. Populations
- b. Communities
- c. Ecosystems
 - 1. Biogeochemical cycles
 - 2. Energy flow
- d. Biomes
- e. Biodiversity
 - 1. Conservation

3. Human Populations

4. Resources

- a. Water resources
- b. Agriculture

5. Pollution

- a. Solid waste management
- b. Water pollution
- c. Air pollution

6. Climate Change

7. Energy

- a. Fossil fuels
- b. Nuclear power
- c. Renewable energy

8. Sustainability

Objectives

1. Assess scientific research by identifying components of the scientific method. ****Requires Critical Thinking****
2. Provide examples of how the scientific method could or has been used to investigate environmental processes or address environmental issues.
3. Interpret tables and graphs. ****Requires Critical Thinking****

4. Define each level of the hierarchy of organization as it relates to ecology, including individuals, populations, communities, ecosystems, and biomes.
 5. Detail how organisms interact with their abiotic and biotic environment.
 6. Describe how energy and matter move through an ecosystem.
 7. Relate the distribution of major biomes to climate.
 8. Define biodiversity and explain why it is important.
 9. Describe the historical and projected human population growth.
 10. Explain how natural and human processes provide food, water, and energy resources.
 11. Analyze the scientific basis of major environmental issues, including climate change.
 12. Describe the ecological, social, economic, and health impacts of environmental issues.
 13. Describe the impact of humans on the environment.
 14. Apply the concept of sustainability when evaluating solutions to environmental issues. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will explain how scientific data is applied to assessing environmental issues and determining appropriate actions.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **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 will be able to describe ecosystem components, interactions, and processes.
 - **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 will be able to define biodiversity, explain why it is important, and describe how it is being lost.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **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 will be able to provide examples of sustainability at the individual, local, regional, or global level.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
-

Methods of Instruction

- **Lecture/Discussion**

The instructor may lecture using PowerPoint slides, the whiteboard and markers, and other tools. The instructor may choose to incorporate activities into lectures such as group worksheets or review games. The instructor may choose to engage students in discussion of environmental issues and/or environmental science news articles during class.

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Ecosystem services are benefits provided to people by nature. Examples are listed below.

- Primary production and carbon sequestration
- Nutrient cycling
- Climate regulation
- Water purification
- Air purification
- Timber
- Fuel
- Food
- Pollination
- Erosion control
- Regulating populations
- Disease regulation
- Cultural benefits (aesthetics and outdoor recreation)
- Decomposition
- Building materials
- Medications

Choose an ecosystem service to research in your textbook and online. Try to choose a unique ecosystem service that will be different from what your classmates choose. Then, answer the following questions about it. **Be prepared to share this information with the class.**

1. Describe your ecosystem service. (1 pt)
2. What species, ecosystems, or biomes provide the ecosystem service that you described? (1 pt)
3. Have human actions compromised this ecosystem service, or is there risk of this happening in the future? Explain. (2 pts)
4. What would be the cost (economic or otherwise) if a loss of biodiversity compromises this ecosystem service? (1 pt)

Read the articles posted on Canvas about genetic diversity. Then, record whether each statement is true or false. (0.5 pts each)

1. _____ Parasites adapt more quickly to host populations that have low genetic diversity.
2. _____ Species with high genetic diversity have greater potential to adapt to climate change.
3. _____ Mangroves have high genetic diversity, but salmon in Southeast Alaska do not.
4. _____ Both cheetahs and coral underwent genetic bottlenecks. The coral species *Orbicella nancyi* recovered, but cheetahs have not.

Write the word or phrase that best completes each sentence. (1 pt each)

1. _____ is a general term that describes the variety of life on Earth. It includes genetic, species, and ecosystem diversity.
2. There are two components of species diversity. _____ refers to the number of species in a particular area. _____ refers to the relative abundances of those species.

Writing Assignments

Sustainable innovation report: A sustainable innovation is a newly developed product or practice that advances our ability to obtain or utilize resources in a way that meets economic and social needs without environmental depletion. Choose a sustainable innovation (or category of sustainable innovation) for your report. Address the following:

- What environmental problem does the innovation address?
- How was the innovation developed? Describe the scientific research involved in its development.
- Where and to what extent is it used? (If the innovation is still in development, describe plans for its employment.)
- Who will use the practice/product? Countries? Companies? Individuals? What are the incentives for these entities to adopt the innovation? What are the barriers?
- What are the positive implications of this innovation?

Your paper should be at least 700 words excluding the Works Cited page. You must cite at least three credible sources both within the text and at the end of the paper using MLA style, 8th ed. Limit your use of quotations to less than 5% of the words in your paper. If you can only find one source about your innovation, consider discussing multiple related innovations. Another option is to reference sources about environmental issue that the innovation addresses or the scientific principles applied to its development.

Other Assignments

In pairs, sign up for a discussion date and topic on Canvas. Choose one or more articles relating to the topic, and email it to me two weeks before your discussion date. See Canvas for suggested sources for these articles. Once I approve the article, I will post it on Canvas for your classmates to read. You can also choose one or more relevant book chapters. Your selections should be at least 1000 words (about four pages).

Prepare by considering the following:

- Summarize the readings in a few sentences. What were the most interesting/important points? How does the reading relate to recent lecture topics?
- Research any topics/terms in the chapter or article with which you are unfamiliar or find especially interesting. Locate at least two pieces of supplemental information to share with your classmates during the discussion. Use only credible sources.
- Prepare three questions for the class. Write open-ended questions that encourage discussion rather than simply quizzing your classmate on the content.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Withgott and Laposata. *Environment: The Science Behind the Stories*, 6th ed. Pearson, 2018, ISBN: 9780134485997
Equivalent text is acceptable
2. William P Cunningham and Mary Ann Cunningham. *Principles of Environmental Science*, 8th ed. ed. McGraw-Hill, 2017, ISBN: 9781259664267
Equivalent text is acceptable
3. David M. Hassenzahl, Mary Catherine Hager, Nancy Y. Gift, Linda R. Berg, and Peter H. Raven. *Environment*, 10th ed. Wiley, 2018, ISBN: 9781119393542
Equivalent text is acceptable
4. Susan Karr, Jeneen Interlandi, and Ann Houtman. *Environmental Science for a Changing World*, 3rd ed. Macmillan, 2018, ISBN: 978-1-319-05962-0
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 46A
Full Course Title: Introduction To British Literature I
Short Title: Intro Brit Lit I
TOP Code: 1503.00 - Comparative Literature*
Effective Term: Fall 2019

Course Standards

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

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

Survey of English Literature from its beginnings to the end of the 18th Century; writers include, among others, Chaucer, Shakespeare, Donne, Milton, and Pope; special attention paid to major literary genres.

Conditions of Enrollment

Successful completion of English 1A or 1E strongly recommended.

Content

Course Lecture Content

1. The evolution of literary traditions, contexts, and genres from the beginnings to the end of the 18th Century
2. Influential and significant texts and authors, which may include the following:
 - a. The Middle Ages to 1485
 - i. *Beowulf*
 - ii. *Sir Gawain and the Green Knight*
 - iii. Chaucer
 - iv. Medieval Mystery and Morality Plays
 - b. The Sixteenth Century: 1485-1603

- i. More
 - ii. Sydney
 - iii. Spenser
 - iv. Marlowe
 - v. Shakespeare
 - vi. Renaissance Poets and Poetry
 - c. The Early Seventeenth Century: 1603-1660
 - i. Donne
 - ii. The Metaphysical Poets
 - iii. Milton
 - iv. Bacon
 - d. The Restoration and the Eighteenth Century: 1660-1789
 - i. Dryden
 - ii. Pope and Swift
 - iii. Restoration Drama
 - iv. Boswell and Johnson
 - v. Thomas Gray
 - 3. Contexts: historical, political, social, philosophical, and aesthetic
-

Objectives

1. Identify the varied genres of English literature: poetry, essay, drama, novel, biography, short story, etc.
 2. Relate the literature of each age to contemporary life to better understand the world. ****Requires Critical Thinking****
 3. Demonstrate familiarity with major authors, works, genres, and themes of the period. ****Requires Critical Thinking****
 4. Analyze and interpret the literature and intellectual movements of the period. ****Requires Critical Thinking****
 5. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis. ****Requires Critical Thinking****
 6. Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts. ****Requires Critical Thinking****
 7. Demonstrate comprehension of assigned texts through class discussion, written exams, and essays. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of the course, students will identify historical and cultural influences in the work of a literary figure.
 - **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 demonstrate a critical reading of several literary works.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students will gather, evaluate, and effectively integrate research materials into a written critical analysis of a literary work.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- Lecture/Discussion

Distance Education

Delivery Methods

- Broadcast Education

Assignments

Reading Assignments

Read Donne's "Holy Sonnet 14" and "A Valediction: Forbidding Mourning." What is shocking or unexpected in the imagery of these poems? Why do you think Donne uses such imagery?

Writing Assignments

Directions:

In an essay of four to five pages (not including the Works Cited page), respond to one of the prompts below:

1. What are the functions of the three monsters in *Beowulf*? Examine their functions both in terms of the overall structure and dramatic pattern of the poem and in terms of the cultural principles and moral lessons that they enforce as antagonists for Beowulf.
2. Examine *Beowulf* as a blending of pagan and Christian ideals. Does the author succeed in his attempt to reconcile the two?
3. How do Beowulf and Sir Gawain differ from each other as heroes? How are they similar? Analyze the similarities and differences between Beowulf and Sir Gawain as heroes of their respective times.
4. Is the Wife of Bath a good or a bad wife? Examine her qualities in the context of the social norms of her own society and explain how readers in Chaucer's time would have responded to the Wife of Bath.
5. Is the Wife of Bath meant to contradict the misogynist ideas of her time, or to uphold them? Support your argument with excerpts from the text as well as secondary sources.
6. What lesson (or lessons) does Sir Gawain learn that deepens his understanding of himself and his society (the Arthurian court/the world of knights)? Demonstrate exactly *how* he is tested, and you might contemplate the ways in which the methods of testing him "fit," or do not "fit," the supposed "lesson."
7. What forms of love (brotherly love, spiritual love, courtly love, erotic love, and so forth) exist in *Sir Gawain and the Green Knight*? Does love most commonly manifest itself as suffering or as ennoblement? Or both? Explain. Why do you think so many scholars analyze this text as part of the courtly love tradition?

Secondary Sources:

In addition to the work or works of literature that you analyze, you must cite at least TWO secondary sources, both of which should be obtained from the Yuba College Library and/or its databases. *SparkNotes* and other such online equivalents to *CliffsNotes* can be a good place to begin, but they are *not* acceptable secondary sources for your literary analysis. Neither is *Wikipedia*.

Essay Format:

Essays must be typed and double-spaced with one-inch margins on all sides. Please do NOT justify the right margin. Please do NOT include a cover page, but place your name, the course title, and the date at the top of the first page. All essays must have titles and numbered pages. Use nothing larger than a 12 pt. font size in Times New Roman or a similar font. MLA Format is required. You must include a Works Cited Page.

Other Assignments

Watch the video provided on Canvas which introduces Shakespeare's stage, and then answer this question: How is watching Shakespeare today different from watching it in his day? Can we appreciate his works as much in a modern theatre or on film? Explain.

Methods of Evaluation

- **Essay/Paper**
 - **Exams**
 - **Homework**
 - **Participation**
 - **Portfolio**
 - **Quizzes**
 - **Research Project**
 - **Other**
Presentations, multimedia projects
-

Course Materials

Textbooks:

1. Greenblatt, Stephen, General Editor. *The Norton Anthology of English Literature (Tenth Edition) (Vol. Package 1: Volumes A, B, C)*, 10th ed. Norton, 2018, ISBN: 978-0393603125
Equivalent text is acceptable
2. Damrosch et. al.. *The Longman Anthology of British Literature, Volumes 1A, 1B, and 1C*, 4th ed. Pearson, 2009, ISBN: 978-0205693337
Equivalent text is acceptable

Other:

1. Writing handbook or style manual such as The MLA Handbook (8th Edition).
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 46B
Full Course Title: Introduction To British Literature II
Short Title: Intro Brit Lit II
TOP Code: 1503.00 - Comparative Literature*
Effective Term: Fall 2019

Course Standards

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

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

Survey of English Literature from the end of the 18th Century to the present; writers include, among others, Blake, Wordsworth, Coleridge, Tennyson, Arnold, Joyce, Yeats, and Eliot; special attention paid to major literary genres.

Content

Course Lecture Content

1. The evolution of literary traditions, contexts, and genres from the end of the 18th Century to the present
2. Influential and significant texts and authors, which may include the following:
 - a. The Romantic Period: 1785-1840
 - i. Blake and Burns
 - ii. Wollstonecraft
 - iii. Wordsworth and Coleridge
 - iv. Byron, Percy Shelley, and Keats
 - v. Mary Shelley and Austen
 - b. The Victorian Age: 1837-1901
 - i. The Brontes
 - ii. Arnold
 - iii. The Brownings
 - iv. Tennyson and The Pre-Raphaelites
 - v. Rossetti
 - vi. Stevenson

- vii. Wilde
 - viii. Dickens
 - ix. Doyle, Kipling, Dowson, Carroll
 - c. The 20th and 21st Centuries
 - i. Hardy
 - ii. Conrad
 - iii. Yeats
 - iv. The WWI Poets
 - v. Joyce and Woolf
 - vi. Lawrence
 - vii. T.S. Eliot
 - viii. Mansfield
 - ix. Auden, Thomas, and Larkin
 - x. Achebe
 - xi. Atwood
 - xii. Coetzee
 - xiii. Rushdie
 - xiv. Ishiguro
 - xv. Smith
 - xvi. Stoppard
 - xvii. Adichie
 - 3. Contexts: historical, political, social, philosophical, and aesthetic
-

Objectives

1. Identify the varied genres of English literature: poetry, essay, drama, novel, biography, short story, etc.
 2. Relate the literature of each age to contemporary life to better understand the world. ****Requires Critical Thinking****
 3. Demonstrate familiarity with major authors, works, genres, and themes of the period. ****Requires Critical Thinking****
 4. Analyze and interpret the literature and intellectual movements of the period. ****Requires Critical Thinking****
 5. Demonstrate understanding of appropriate academic discourse and the conventions of critical literary analysis. ****Requires Critical Thinking****
 6. Relate the literary works to their historical, philosophical, social, political, and aesthetic contexts. ****Requires Critical Thinking****
 7. Demonstrate comprehension of the above through class discussion, written exams, and essays. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of the course, students will identify historical and cultural influences in the work of a literary figure.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of the course, students will demonstrate a critical reading of several literary works.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - 3. Upon completion of this course, students will gather, evaluate, and effectively integrate research materials into a written critical analysis of a literary work.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Broadcast Education
-

Assignments

Reading Assignments

Discuss the tone of “Rime of the Ancient Mariner.” What overall tone is established and how? Look specifically at meter, alliteration, and other elements that may contribute to its tone.

Writing Assignments

Directions:

In an essay of four to five pages (not including the Works Cited page), respond to ONE of the prompts below:

1. Compare two poems from William Blake’s *Songs of Innocence and Songs of Experience*, explicating the ideals or qualities that he associates with each state of being within his poems.
2. Select a poem discussed in class from the Romantic Period and offer an analytical exposition and/or interpretation.
3. Select an English Gothic novel from the Romantic Period—such as *The Monk* by Matthew Lewis or *Frankenstein* by Mary Shelley—and examine how it articulates that which “rational” accounts of experience cannot and how it seeks to provide pleasure through terror.
4. Select a novel written by Jane Austen and examine what the work suggests about the structure of class relations in early nineteenth century Britain and/or the role and position of British women in the early nineteenth century.
5. Compare two poems written by two different poets from the Romantic Period in England. The poems (which must be found in our text) should warrant comparison. Examine the ideals expressed in each and how they reinforce or contradict each other.

Secondary Sources:

In addition to the work or works of literature that you analyze, you must cite at least TWO secondary sources, both of which should be obtained from the Yuba College Library and/or its databases. *SparkNotes* and other such online equivalents to *CliffsNotes* can be a good place to begin, but they are *not* acceptable secondary sources for your literary analysis. Neither is *Wikipedia*.

Essay Format:

Essays must be typed and double-spaced with one-inch margins on all sides. Please do NOT justify the right margin. Please do NOT include a cover page, but place your name, the course title, and the date at the top of the first page. All essays must have titles and numbered pages. Use nothing larger than a 12 pt. font size in Times New Roman or a similar font. MLA Format is required. You must include a Works Cited Page.

In-Class Students: Submit your essays in print. I will not accept an essay unless it has been stapled together at the top left-hand corner.

Other Assignments

Develop a web page that presents information about a major historical event or technological development from the 19th Century and discusses its influence on a work of literature. How does the work of literature reflect or speak to the event/development?

For example, you might research the history of debtors' prisons in Britain and analyze how they are addressed in Charles Dickens' *Oliver Twist*.

Your analysis should be presented in multiple modalities, meaning using a combination of text, images, video, sound, etc.

Methods of Evaluation

- **Essay/Paper**
 - **Exams**
 - **Homework**
 - **Participation**
 - **Portfolio**
 - **Quizzes**
 - **Research Project**
 - **Other**
Presentations, multimedia projects
-

Course Materials

Textbooks:

1. Stephen Greenblatt, et.al. *The Norton Anthology of English Literature Vol. Package 2: Volumes D, E, F*, 10th ed. Norton, 2018, ISBN: 978-0393603132
Equivalent text is acceptable
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 40A
Full Course Title: Tutoring Reading and Writing I
Short Title: Tutoring R & W I
TOP Code: 1501.00 - English Language and Literature, General
Effective Term: Fall 2019

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 18.0
Lecture hours: 18.0
Hours outside of class: 36.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

A training program that prepares student tutors to support peers as they work with academic reading and writing assignments across the disciplines. This course includes an introduction to research-backed learning theories and tutoring strategies.

Conditions of Enrollment

Satisfactory completion of: ENGL 1A or ENGL 1E

Content

Course Lecture Content

1. Writing and Reading Center Theory/Pedagogy
 - a. The Idea of a Writing Center--Writing Center Andragogy
 - b. Introduction to Metacognitive Conversation in Reading and Writing
 - c. Introduction to Social-Cultural/Social Constructivist Theories
 - d. Introduction to Collaborative Writing Theory
 - e. Introduction to Language Acquisition
 - f. Introduction to Grammar/Rhetorical Grammar
 - g. Introduction to Minimalist Tutoring
 - h. Introduction to Cultural Competencies
2. Appropriate Tutoring Behavior

- a. Workplace Professionalism
 - b. Building Rapport with Clients
 - c. Implementing Theoretical Concepts
 - 3. The Session
 - a. Negotiating the Session
 - b. Setting Goals
 - c. Discussion of the Writing
 - d. Forming a Plan of Action
 - e. Encouraging a Return to the Center
 - 4. Academic Writing Process
 - a. Invention and Prewriting
 - b. Organizing
 - c. Drafting
 - d. Revising
 - e. Editing
 - 5. Academic Reading Strategies
 - a. Pre-reading strategies to build schema
 - b. Active reading strategies
 - c. Post reading strategies
 - 6. Global and Surface Revision
 - a. Development
 - b. Organization
 - c. Focus and Thesis
 - d. Addressing Topics and Assignments
 - e. Sentence, Paragraph, and Essay Structure
-

Objectives

- 1. Apply theoretical concepts from class readings to student papers. ****Requires Critical Thinking****
 - 2. Demonstrate workplace professionalism.
 - 3. Adjust tutoring strategies depending on the individual needs of students ****Requires Critical Thinking****
 - 4. Analyze student papers to determine stage of the writing process. ****Requires Critical Thinking****
 - 5. Identify global and local errors in student writing. ****Requires Critical Thinking****
 - 6. Ask questions and make comments designed to help a writer apply the writing process and improve a draft. ****Requires Critical Thinking****
 - 7. Identify errors in basic sentence, paragraph and essay structures. ****Requires Critical Thinking****
 - 8. Suggest ways for a writer to improve a paper at any stage in the writing process. ****Requires Critical Thinking****
 - 9. Foster metacognitive conversations about reading and writing processes in tutoring sessions ****Requires Critical Thinking****
 - 10. Apply knowledge of rhetorical context to facilitate student comprehension of assignment prompts. ****Requires Critical Thinking****
-

Student Learning Outcomes

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

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

Methods of Instruction

- **Lecture/Discussion**
-

Assignments

Reading Assignments

Applying “Tutoring ESL Students: Issues and Options” to a Session Observation—Analysis Essay #2

An analysis of “Tutoring ESL Students: Issues and Options” by Murial Harris and Tony Silva as it applies to a specific tutoring session.

Review both “Tutoring ESL Students” and the strategies for working with ESL students that we created at our Sept 21st meeting with these questions in mind:

- Which strategies might be useful?
- Which strategies might be challenging to implement?

Observation: Make arrangements to observe a 50-minute, one-on-one ESL tutoring session in the WLDC. Try to observe a tutor that has had at least 2 semesters of experience in the WLDC. You may also view the ESL video sessions available in the WLDC. This must be at a time when you are not working. As you observe the session, take notes so you can remember what happened. Here’s what you should try to notice:

Tutor Talk and Actions: How does what the tutor says and does support learning? How does what the tutor says and does relate to the ESL reading and strategies list? Make sure to write down some quotes to use in your paper.

Student Talk and Actions: What does the student say and do? Write down some quotes to use in your paper.

Audience: Other English tutors and teachers who have not observed the session nor read Harris and Silva

Purpose: To convince your readers that your thesis is correct using clear reasoning and specific evidence

Genre: Academic Argument Essay

Format: Use MLA format and citation conventions

Length: About 3 pages

How to turn it in: Please upload in Canvas by 1 pm October 19th.

In your essay, you will need to both describe the tutoring session and apply key ideas from “Tutoring ESL Students” and our strategies list. This should be a thesis-driven argument essay supported with convincing evidence and reasoning.

Grading Criteria for Observation Analysis Essay:		Points earned

Effective introduction. The session is introduced and briefly summarized in an interesting way. The thesis is clear and based on a thoughtful, careful analysis.	20	
The analysis is interesting, and does more than just describe the session. Each paragraph is cohesive, focused, and clearly supports the thesis. Ideas are explained clearly and supported thoroughly with specific examples from “Tutoring ESL Students,” our strategies list, and tutoring session.	40	
Quotations from the session, the reading, and the strategies list are used effectively as evidence to support thesis. MLA style formatting and documentation is used.	20	
Effective conclusion	10	
Grammar, punctuation, and spelling follow standard language writing conventions	10	
Total Points Possible	100	

Writing Assignments
Other Assignments

Pre-Meeting 1 Discussion Post

Purpose: This assignment is designed to help you prepare to participate in our first meeting on September 20th from 1-4 in room 1019.

How to prepare:

1. Make some **notes** about your experiences working with ESL students in the WLDC (5-10 minute free-write).
 - Do these sessions differ from those with native English speakers? If so, how?
 - What questions or concerns (if any) do you have about working with ESL students?
2. **READ "Tutoring ESL Students: Issues and Opinions"** As you read, please make **notes** in the margin or on a separate sheet regarding the questions below.
 - How do the ideas in this article relate to what you have experienced in the WLDC so far?
 - What additional questions does this raise for you regarding working with ESL students?
3. **READ *Reading for Understanding*: Chapter 4** pages 89-93. This is in the book you got at our Saturday workshop--feel free to write in it!

Please take notes on:

- Why is metacognition an important student skill?
 - How can tutors initiate and foster metacognitive conversation in tutoring sessions?
4. **Post in the discussion box below by hitting "reply":** Post two quotes from each

reading (4 total) that relate to the questions above (be sure to use MLA style in-text citation). After each quote, briefly explain why you chose the quote and how it relates to the reading focus questions.

Finally, don't forget Essay #1 is due online before the meeting. You may want to bring a copy of your essay or your notes with you (digital is fine) for reference during our discussions.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Gillespie/Lerner. *THE ALLYN AND BACON GUIDE TO PEER TUTORING*, 2nd ed. -Pearson/Longman, 2003, ISBN: 2900321182837
Equivalent text is acceptable
2. Fitzgerald, lanetta. *The Oxford Guide for Writing Tutors*, 1st ed. Oxford Publishing, 2015, ISBN: 9780199941841
Equivalent text is acceptable
3. Schoenbach, Greenleaf, and Murphy. *Reading for Understanding*, 2nd ed. Jossey-Bass, 2012, ISBN: 978-0470608319
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 40B
Full Course Title: Tutoring Reading and Writing II
Short Title: Tutoring R & W II
TOP Code: 1501.00 - English Language and Literature, General
Effective Term: Fall 2019

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 18.0
Lecture hours: 18.0
Hours outside of class: 36.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required)
-

Course Description

An advanced training program that further prepares student tutors to support peers as they work with academic reading and writing assignments across the disciplines. This course includes additional inquiry into research-backed learning theories and tutoring strategies, with an emphasis on adapting tutoring strategies to specific learning contexts.

Conditions of Enrollment

Satisfactory completion of: ENGL 40A

Content

Course Lecture Content

1. Review and Further Discussion of
 - a. Writing Center Theory and Andragogy
 - b. Socio-Cultural and Collaborative Learning Theories
 - c. Second Language Acquisition Theories
 - d. The Role of Metacognition in Academic Reading and Writing
 - e. Appropriate Tutoring Behavior
 - f. Maintaining Workplace Professionalism
2. Tutor Roles and Connection with Campus Resources
3. Further Inquiry Into

- a. Universal Design
- b. Academic Reading Strategies
- c. Academic Writing Strategies
- d. Learning Differences
- e. Social Identities and Cultural Competencies
- f. Mental Health Literacy

Objectives

1. Apply new theoretical concepts from class readings to student papers and writing center tutoring sessions. ****Requires Critical Thinking****
2. Evaluate students' understanding of assigned readings and suggest reading strategies to improve comprehension and ability to summarize, analyze and/or synthesize. ****Requires Critical Thinking****
3. Ask questions and make comments designed to help a writer apply the writing process and improve a draft. ****Requires Critical Thinking****
4. Connect students with resources to use outside of tutoring sessions.
5. Identify global and local errors in student writing and suggest ways to improve these errors. ****Requires Critical Thinking****
6. Adapt tutoring strategies and approaches based on evaluation of students' social identities and individual learning needs. ****Requires Critical Thinking****
7. Foster metacognitive conversations about reading and writing processes in tutoring sessions ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will be able to articulate learning goals and specific, professional learning strategies for improvement of tutoring practices.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

- **Lecture/Discussion**

Assignments

Reading Assignments

STEP 1 - QUICK WRITE

Please make some notes about your experiences working with groups of students in the WLDC (5-10 minutes).

- How do these sessions differ from one-on-one sessions?
- What questions or concerns (if any) do you have about working with groups?

If you haven't had a chance to work with a group in the WLDC yet, please reflect on your own group-work experience (in class or elsewhere) to reflect on the questions above.

STEP 2 - READ & ANNOTATE

Read and Talk to the Text with [“Why do Group Tutoring?”](#)   (this is also part of your essay assignment)

Reading focus: How does this piece relate to your work in the WLDC? Mark specific places in the text that stand out to you. They may relate to something you know, raise questions, or give you a new insight.

STEP 3 - READ & ANNOTATE

Read [Chapter 7](#)  in *Reading for Understanding* (this is also part of your essay assignment)

Reading focus: How do the ideas in this chapter relate to tutoring, especially when it comes to working with groups? Is there a particular activity described in this chapter that can be adapted to your work with groups in the WLDC? Mark at least 3 specific places in the text that might apply.

STEP 4 - APPLY & FACILITATE

Choose a small section from either "Why Do Group Tutoring" or *RFU* Chpt. 7 to lead your pod in reading and analyzing during our Oct. 19 meeting. Create and facilitate an activity where your pod participates in a collaborative reading protocol. For example, you might do reciprocal teaching (*RFU* 227-229), Clarification Chart (*RFU* 204), Evaluating Roadblocks (*RFU* 203), Think Aloud, Talk to the Text, or some other protocol where the group reads together and discusses. Plan to read for about 15 minutes or so, and then brainstorm additional small group strategies. I am happy to discuss/plan this with you before the meeting. If you choose to collaborate with another 40B student, be prepared to lead your own group during the meeting.

Writing Assignments

Analysis Essay #1: Applying Metacognitive Conversation to WLDC Sessions

An analysis of the ideas in [Reading for Understanding Chapter 4](#) as they apply to tutoring sessions.

Step 1: Read and Talk to the Text with *RFU*, [Ch. 4](#)

As you read, keep the following questions in mind:

- How can tutors initiate and foster metacognitive conversation in tutoring sessions?
- In what specific tutoring scenarios would metacognitive conversation be most useful?

Step 2: Apply and Facilitate Discussion

Use your notes on chapter 4 above to design a hands-on 30-minute activity to help the 40A writing consultants practice using metacognitive conversations in a mock tutoring session during our first meeting. You can choose to develop this activity on your own or in collaboration with another 40B student.

Your activity should include:

1. An introduction
2. Modeling: model how to engage students in metacognitive conversation
3. Guided pair or small group practice
4. Reflection and/or discussion

Step 3: Write the essay: An Analysis of Metacognition & Its Applications in the WLDC

Write an analysis essay examining how, when, and why metacognition can be incorporated into tutoring sessions in the WLDC. (Bonus points if you also discuss how this might apply in the CSC).

Make sure your essay does the following:

Explain: Use *RFU*, [Chapter 4](#) to introduce your audience to metacognition and metacognitive conversation, and explain why many educators strive to foster metacognitive conversations in classes and tutoring centers.

Analyze: Explore how we can apply these concepts to various tutoring scenarios. Give at least **3** detailed, specific tutoring scenarios, in small group or one-on-one situations, where a WLDC writing consultant can foster

metacognitive conversation about reading, writing, and/or problem solving. Include possible sentence stems and/or dialog examples. These scenarios should develop out of sessions you've led or observed, and can also incorporate the activities you created for Meeting #1 (in Step 2).

Rhetorical Context

- **Audience:**Other English tutors, Instructional Associates and teachers
- **Purpose:**To inform and educate your readers about metacognition and how it can be applied to tutoring
- **Genre:**Academic Analysis Essay
- **Format:**Use MLA format and citation conventions (you need a Works Cited page)
- **Length:**4-6 pages

How to turn it in: Please upload in Canvas.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Gillespie/Lerner. *The Allyn and Bacon Guide to Peer Tutoring* , 2nd ed. Pearson/Longam, 2003, ISBN: 2900321182837
Equivalent text is acceptable
 2. Mackiewicz . *Talk about Writing: Tutoring Strategies of Experienced Writing Tutors*, 1st ed. Routledge, 2014, ISBN: 9781138782075
Equivalent text is acceptable
 3. Schoenbach/Greenleaf/Murphy. *Reading for Understanding*, 2nd ed. Jossey-Bass, 2012, ISBN: 978-0470608319
Equivalent text is acceptable
 4. Schoenbach/Greenleaf/Murphy. *Leading for Literacy*, 1st ed. Jossey-Bass, 2016, ISBN: 978-1118437261
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 40C
Full Course Title: Tutoring Reading and Writing III
Short Title: Tutoring R & W III
TOP Code: 1501.00 - English Language and Literature, General
Effective Term: Fall 2018

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 18.0
Lecture hours: 18.0
Hours outside of class: 36.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required) **Or**
 - ESL (Masters Required)
-

Course Description

An advanced training program that further prepares student tutors to support English Language Learner (ELL) peers as they work with academic reading and writing assignments in non-ESL courses across the disciplines. This course includes additional inquiry into research-backed ELL learning theories and tutoring strategies, with an emphasis on adapting tutoring strategies to specific ELL contexts.

Conditions of Enrollment

Satisfactory completion of: ENGL 40B

Content

Course Lecture Content

Course Lecture Content

1. ESL Theory/Pedagogy Introductory Overview
 - a. Negotiating Cultural Differences
 - b. L2 vs. L1 errors
2. Grammar Knowledge
 - a. English Grammar Basics
 - b. Common L2 Errors

- i. Determiners
 - ii. Subject/Verb Agreement
 - iii. Modals
 - iv. Other
 - 3. Revising and Editing L2 Writing
 - a. Global and Local Errors
 - b. Developing Language Proficiency (native word choice and idioms in writing)
 - c. Other
-

Objectives

1. Apply theoretical concepts from class readings to ELL student papers. ****Requires Critical Thinking****
 2. Demonstrate workplace professionalism and the ability to negotiate cultural differences respectfully.
 3. Ask questions and make comments designed to help a writer improve their written language proficiency and improve a paper at any stage in the writing process. ****Requires Critical Thinking****
 4. Analyze student papers to determine stage of the writing process and language needs. ****Requires Critical Thinking****
 5. Identify global and local errors in student writing. ****Requires Critical Thinking****
 6. Identify probable second language errors in student writing. ****Requires Critical Thinking****
 7. Ask questions and make comments designed to help a writer apply the writing process and improve a draft. ****Requires Critical Thinking****
 8. Identify errors in basic sentence, paragraph and essay structures. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate a basic understanding of second language theory as applied to effective tutoring strategies.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **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

- a. *ESL Writers* “Ch. 2: Theoretical Perspective on Learning a Second Language” Theresa Jiinling Tseng
- b. *ESL Writers* “Ch.18: Listening to and Learning from ESL Writers” Shanti Bruce and/or *ESL Writers* “Ch.1: Before the Conversation”
- c. *ESL Writers* “Ch.17: English for Those Who (Think They) Already Know It” Ben Rafoth
- d. *ESL Writers* “Ch. 5: Avoiding Appropriation” Carol Severino with “Ch.6: Earth Aches by Midnight” Amy Jo Minett

Writing Assignments

Assignment Example 1: Reflective Journal

After tutoring sessions with ESL students respond to some or all the questions.

1. What did the student want help with? What kind of assignment did they bring? What kind of help did they want?
2. Have you worked with the student before? Have they been to the center before?
3. What questions did the student have? On grammar? Other topics?
4. What did you notice the student needed help with? Did you notice any patterns?
5. How was communicating with the student? What went well? What was challenging?
6. What resources did you use? What resources could you have used or might have helped?
7. How did the session go? General impression(s)

Other Assignments

Answer a grammar question

Do research to answer a grammar question from an ESL student you couldn't (fully) answer. Create a handout/worksheet that explains the grammar feature and includes appropriate examples and/or practice to be shared with other tutors or used as a future resource.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Bruce, Shanti and Ben Rafoth. *ESL Writers: A Guide for Writing Center Tutors*, 2nd ed. Boynton/Cook Publishers HEINEMANN, 2009, ISBN: 978-0867095944
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: FRNCH 1
Full Course Title: Elementary French, Part 1
Short Title: Elem French Part 1
TOP Code: 1102.00 - French Language and Literature
Effective Term: Fall 2017

Course Standards

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

Minimum Qualifications for Instructors

- Foreign Languages (Masters Required)
-

Course Description

Focuses on the development of listening, speaking, reading and writing French, as well as the fundamentals of French grammar. The relationship of the language to French civilization and the culture of the French-speaking world is given special attention. This course is equivalent to one year of high school French.

Content

Course Lecture Content

1. Greetings and Introductions
 - a. Vocabulary
 - b. Cognates
 - c. Formal and Informal Dialogues
2. Spelling and Pronunciation
 - a. Alphabet and Numbers
 - b. Calendar
 - c. Sound Patterns and Accents
 - d. Liaison
 - e. Nasal Sounds
3. Grammar
 - a. Formal and Informal Pronouns
 - b. Present Indicative of "er," "ir," and "re" Verb Conjugations
 - i. Regular and Irregular Verbs
 - c. Gender and Number
 - d. Definite and Indefinite Articles

- e. Interrogative Words
- f. Negation
- g. Adjectives
- h. Adverbs
- i. Prepositions
- 4. Culture
 - a. French-speaking Countries
 - b. Customs and Traditions
 - c. French History and Historical Figures
 - d. French Colonies
 - e. Flavors of the Francophone World
 - f. Music and Art
 - g. The African Influence

Objectives

1. Evaluate French speaking cultures as they compare to the student's own culture.
2. Incorporate French for personal enjoyment and enriching in becoming part of the global community.
3. Produce language that communicates information, concepts, and ideas about and in French to an audience of listeners and readers. ****Requires Critical Thinking****
4. Engage in conversations and written correspondence in French to provide and obtain information, express feelings and emotions, and exchange opinions. ****Requires Critical Thinking****
5. Interpret written and spoken French on a variety of topics, such as the following: likes and dislikes, classes, schedules, plans for the future, activities, and emotions. ****Requires Critical Thinking****
6. Describe relationships between the practices of French-speaking cultures. ****Requires Critical Thinking****
7. Synthesize the grammatical rules of French and compare to the student's own language. ****Requires Critical Thinking****
8. Apply critical thinking to generate communicative utterances in French. ****Requires Critical Thinking****
9. Integrate the French language and cultural knowledge both between and beyond the classroom setting. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will describe at least seven cultural and geographical facts of Francophone countries.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
2. Upon completion of this course, students will deliver a well-supported, articulately spoken presentation in French, employing at least two conjugations of at least five different verbs.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
3. Upon completion of this course, students will compose a clearly written narrative in French in the present indicative verb tense.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
4. Upon completion of this course, students will research a French piece of art, film, or event and analyze its

cultural or political impact.

- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
-

Methods of Instruction

- **Lecture/Discussion**

Instructor speaks in basic French and facilitates activities in small/large group settings in which students must interact in the target language. Instructional tools in French include visual and audio supplements.

- **Other**

Participatory reinforcement activities in small and large groups.

Assignments

Reading Assignments

Read "Le Blog de Lea" and answer comprehension questions.

Writing Assignments

Describe (in French) a typical day using the present indicative of "er" verbs.

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Oral Tests/Class Performance**
 - **Participation**
 - **Quizzes**
 - **Skills Demonstrations/Performance Exam**
-

Course Materials

Textbooks:

1. Amon, Muyskens, and Omaggio Hadley. *Vis-a-Vis*, 7th ed. McGraw Hill, 2019, ISBN: 9780073386478
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: LIBSC 1
Full Course Title: Basic Research Skills
Short Title: Basic Research
TOP Code: 1601.00 - Library Science/Librarianship
Effective Term: Fall 2014

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 18.0
Lecture hours: 18.0
Hours outside of class: 36.0
Repeatable: No
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Library Science (Masters Required)
-

Course Description

This course will help students acquire beginning information literacy skills necessary to conduct academic or personal research. It provides a step-by-step guide to the research process that is applicable to term papers, course work, and life-long learning. It emphasizes developing effective search strategies, selecting information tools, locating and retrieving information sources, analyzing and critically evaluating information, and using information. (L)

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Introduction to course and library resources
2. Select topic or information need, define, focus & establish timeline
3. Types of sources
4. Formulating search strategies
5. Choosing resources
6. Boolean operators and search strategies

7. Online library catalogs
 8. Online periodical databases (magazine, journal, newspapers, ebooks)
 9. Using the internet for research: tools and techniques
 10. Evaluating sources: reliability, authenticity, currency, etc.
 11. Citing resources in a bibliography
 12. Ethical issues (citing sources and plagiarism)
-

Objectives

1. Select, analyze and develop a research topic ****Requires Critical Thinking****
 2. Plan a research strategy
 3. Choose relevant books and periodical articles
 4. Apply database search techniques
 5. Organize and analyze information
 6. Evaluate and cite information sources
 7. Recognize ethical and legal issues regarding plagiarism and copyright
-

Student Learning Outcomes

1. Students will be able to evaluate information for such criteria as authority, accuracy, objectivity, currency, and coverage/suitability.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 2. Students will be able to formulate, revise, and articulate a research statement.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Lecture/Discussion**
-

Distance Education

Delivery Methods

- Online
 - Broadcast Education
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Methods of Evaluation

- Homework
 - Oral Tests/Class Performance
 - Quizzes
 - Research Project
 - Other
- Objective Tests
-

Course Materials

Textbooks:

1. Teaching & Learning, Ohio State University Libraries. *Choosing & Using Sources: A Guide to Academic Research*, The Ohio State University, 2018, ISBN: N/A
Equivalent text is acceptable

Other:

1. Web accessed resources, such as website and subscription databases
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