

1	New Deg/Cert	AUTO Automotive Body Repair, AS
2	New Deg/Cert	AUTO Transportation Engine Repair and Machining
3	Revised	AG 7 - Agricultural Entrepreneurship
8	Revised	CUL 51B Advanced Food Preparation
11	Revised	CUL 65 Food Service Operation and Management
14	Revised	CULINARY ARTS, AS
15	Revised	ENGL 1B Critical Thinking & Writing About Literature
24	Revised	ENGL 1C Critical Thinking/Advanced Composition
30	Revised Deg/Cert	ENGL English, AA
32	Revised	FIRTC 3 Fire Protection Equipment and Systems
35	Revised	FIRTC 590 Firefighter Physical Ability
38	New	FIRTC 65 Firefighter I Certification Testing
47	New	FIRTC 66 Basic Wildland Firefighter
85	New	FIRTC 69 Firefighter II Academy
95	New	NURS 4 Nursing 4
98	Revised	SOCIL 30 Sociology of Aging
103	Revised	VETT 12 Intro To Veterinary Medical Math

AUTOMOTIVE BODY REPAIR

ASSOCIATE IN SCIENCE

Description

The Auto Body Repair Program is designed to provide students with the qualifications needed to fill entry level positions in the Auto Body repair field. The Associates program also provides additional training for those already employed that want to improve their skills and abilities to find employment in the CTE teaching field. This Associates program is designed to be completed in as little as three semesters. The Auto Body program utilizes I-Car and A.S.E. based curriculum.

Program Learning Outcomes

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

1. Demonstrate the job ready skills needed to obtain entry level employment in the Auto Body industry.
2. Demonstrate personal and professional health and safety practices required for the Auto Body industry.
3. Demonstrate professional work ethics and standards that are expected when working in the Auto Body industry.
4. Demonstrate the ability to work independently as well as interdependently to demonstrate professionalism with customers, co-workers, managers and vendors.

Program Requirements:

Required Courses

Course Block Units: (33 Required)

AUTO70 and	Introduction to Autobody Technology	4
AUTO75 and	I-Car Structural Steel 1	4
AUTO76 and	I-Car Autobody--Non-Structural 1 and 2	5
AUTO77 and	I-Car Autobody--Refinishing 1 and 2	5
WELD20 and	Introduction To Gas Metal Arc Welding (GMAW)	4
AUTO41 and	Alignment and Suspension	4
AUTO52.36 and	Air Conditioning and Heating Systems	3
AUTO52.40 and	Brake Systems	4

Total: 33

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TRANSPORTATION ENGINE REPAIR AND MACHINING

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

Description

The Transportation Engine Repair and Machining certificate prepares students with job skills needed to enter the Automotive, Bus, Train and Marine Machining field. Emphasis will be placed on performing engine preparation, cleaning, teardown, repair and engine machining techniques. The certificate will also prepare the student to take the Automotive Technicians Education Foundation (NATEF), in the area of A1 engine repair, and Automotive Engine Rebuilders Association (AERA) certificate.

Program Learning Outcomes

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

1. demonstrate basic technical skills used by engine machinist , in the areas of tool selection, use and maintenance, practical measuring skills, nomenclature, systems function, systems service, minor repair procedures, and major repair complexities.
2. demonstrate the skills to prepare and take the Automotive Service Excellence (ASE) A1 exam through performing diagnostic analysis and repair on cylinder heads and engine blocks.
3. demonstrate the skills to prepare and take the Automotive Engine Rebuilders Association (AERA) exam in the areas of cylinder head machining and engine block machining by performing machining tasks on cylinder heads and engine blocks.

Program Requirements:

Required Courses

Course Block Units: (19 Required)

AUTO51.20	Automotive Technical Skills	3
AUTO21	Introduction to Automobiles	3
AUTO53.33	Fuel Systems	4
AUTO52.45	Engine Diagnosis and Rebuilding	4
AUTO52.46	Engine Machining and Reconditioning	3
AUTO52.61A	Engine Repair Experience	1
AUTO52.61B	Engine Machining and Reconditioning Experience	1

Total: 19

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 7

Full Course Title: Agricultural Entrepreneurship

Short Title: Ag Entrepreneurship

TOP Code: 0112.00 - Agribusiness/Agricultural Business Operations*

Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable

Units: 3.0

Total class hours: 162.0

Total contact hours in class: 54.0

Lecture hours: 54.0

Hours outside of class: 108.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Agricultural Business and Related Services
-

Course Description

Principles of establishing and managing a small business in agriculture, including the preparation of a business plan; emphasis on goal-setting, types of agriculture business organizations, obtaining licenses and permits, financing options, accounting aspects, legal requirements, managing the agriculture enterprise, and other aspects in agricultural entrepreneurship.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

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

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

Objectives

- 1. Identify the major principles of economics as they relate to agricultural entrepreneurship.
 - 2. Student identifies their own strengths and weaknesses as they relate to agricultural entrepreneurship.
 - 3. Compare and contrast the different types of agricultural business organizations and identify the ideal business organization for a particular business. ****Requires Critical Thinking****
 - 4. Identify the major areas of strategic management that affect the agricultural enterprise.
 - 5. Compare and contrast the advantages and disadvantages of buying an existing agricultural business versus starting a business from scratch. ****Requires Critical Thinking****
 - 6. Identify the major personnel and financial management decision made by an agricultural entrepreneur.
 - 7. Research the sources of funds available for debt and equity financing. ****Requires Critical Thinking****
 - 8. Identify the variety of different marketing techniques used in a agricultural business.
 - 9. Evaluate the different management styles that could be used in business. ****Requires Critical Thinking****
 - 10. Develop a business plan for a agricultural business of their choice. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will complete a business plan on a agricultural business of their choosing.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 2. Upon completion of this course, the student will be able to identify the steps necessary to create a financial plan for an agricultural business.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Upon completion of this course, the student will demonstrate understanding of building a competitive agricultural business model.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
-

Methods of Instruction

- **Lecture/Discussion**
Lecture provided on course content
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Read Chapter 1 and be prepared to discuss.

(repeats weekly with one chapter a week)

Writing Assignments

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

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

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

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

* You are not required to submit detailed financial information about yourself or the agricultural business for this assignment. Feel free to submit it if you like. But, you do need to submit a startup budget for the business and where you propose to secure financing. This method with limited financial information is sometimes used to pre-screen proposals. It allows you to submit a plan without going to the cost and trouble of doing all of the financial research.

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

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

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

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

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

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

If you have any questions on the business plan, post them to the discussion board under

the "Business Plan Discussion" tab and I will answer them for the whole class.

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

You can also read and answer the questions in the [Evaluating the Basic Business Concept](#) worksheet. This will help you gather the necessary information to write your business plan.

Writing a business plan is not an exact science! Plans differ just as much as businesses differ! Remember to include the required information, but no one business plan will be the same as another!

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

Methods of Evaluation

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

Course Materials

Textbooks:

1. Zimmerer and Scarborough. *Essentials of Entrepreneurship and Small Business Management*, 8 ed. Prentice Hall., 2016, ISBN: 978-9332559981
Equivalent text is acceptable

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: CUL 51B
Full Course Title: Advanced Food Preparation
Short Title: Adv Food Prep
TOP Code: -
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 3.0
Total class hours: 162.0
 Total contact hours in class: 126.0
 Lecture hours: 18.0
 Lab hours: 108.0
 Hours outside of class: 36.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Culinary Arts/
-

Course Description

Advanced modern restaurant cooking methods, such as Garde Manger, French stock and sauce making, advanced principles of meat cookery, advanced meat & seafood fabrication and identification, mis en place practices, and advanced vegetable and starch identification and cookery. Advanced knife skills developed. Culinary tools such as wok station, induction cooking and steam cooking are also used.

Conditions of Enrollment

Satisfactory completion of: CUL 51A

Advisories

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

Content

Course Lecture Content

1. Modern restaurant cooking methods
2. Advanced mise en place practices

3. Advanced culinary tools such as Wok station, induction cooking, steam kettle
4. Advanced knife skills
5. Advanced vegetable and starch identification & cookery
6. Advanced meat & seafood fabrication and identification
7. Garde Manger cold kitchen preparation
8. French stock and sauce making

Course Lab/Activity Content

Lab will include application of lecture topics:

1. Modern restaurant cooking methods
 2. Advanced mise en place practices
 3. Advanced culinary tools such as Wok station, induction cooking, steam kettle
 4. Advanced knife skills
 5. Advanced vegetable and starch identification & cookery
 6. Advanced meat & seafood fabrication and identification
 7. Garde Manger cold kitchen preparation
 8. French stock and sauce making
-

Objectives

1. Recognize and utilize the advanced hand tools, machines and cooking equipment to prepare foods to industry standards. ****Requires Critical Thinking****
 2. Demonstrate advanced knife skills.
 3. Demonstrate advanced food identification & Cookery.
 4. Conduct Cold Food preparation as Garde Manger.
-

Student Learning Outcomes

1. Upon completion of this course, students will create and cost a three item Garde Manger menu.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
2. Upon completion of this course, demonstrate advanced knife skills.
 - **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, create mother sauce and three derivative sauces from it.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the

implications and applications of basic scientific principles.

Methods of Instruction

- **Laboratory**
Students apply skills learned in lecture.
 - **Lecture/Discussion**
Lecture presented on content to include powerpoint and real-world topics to enhance learning outcomes
-

Assignments

Reading Assignments

Read Chapters 1-14. There will be quizzes on each chapter

Other Assignments

Create a mother sauce with three derivative sauces from it. Present completed sauces for taste, texture and adherence to flavor standards.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Labensky, Hause and Martel. *On Cooking*, 6th Edition ed. Pearson, 2018, ISBN: 978-0134441900
Equivalent text is acceptable

Other:

1. French knife, boning knife, paring knife
-

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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

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

Minimum Qualifications for Instructors

- Culinary Arts/
-

Course Description

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

Content

Course Lecture Content

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

- a. Dining room
- b. Service
- c. Law

Objectives

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

Student Learning Outcomes

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

Methods of Instruction

- Lecture/Discussion

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments

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

Writing Assignments

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

type and name. You will present your business plan to the class.

Methods of Evaluation

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

Course Materials

Textbooks:

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

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CULINARY ARTS

ASSOCIATE IN SCIENCE

Description

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

Program Learning Outcomes

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

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

Program Requirements:

Required Courses

Course Block Units: (30.5 Required)

CUL51A	Basic Food Preparation	3
CUL51B	Advanced Food Preparation	3
CUL52A	Professional Baking	3
CUL52B	Advanced Baking	3
CUL54	Food Sanitation, Safety, and Storage	0.5
CUL59A	Basic Restaurant Operations	4
CUL59B	Advanced Restaurant Operations	4
CUL60	Advanced Foods and Catering	2
CUL61	Introductory Purchasing for Food Service and Hospitality	1
CUL64	Beverage Control and Operation	2
CUL65	Food Service Operation and Management	2
HLTH10	Principles of Nutrition	3

Total: 30.5

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 1B
Full Course Title: Critical Thinking & Writing About Literature
Short Title: Critical Think Lit
TOP Code: 1501.00 - English Language and Literature, General
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

Critical thinking and writing about literature; develops critical thinking, reading, and writing skills applicable to the analysis of prose, poetry, drama, and criticism from diverse cultural sources and perspectives; emphasis on the techniques and principles of effective written argument; some research required.

Conditions of Enrollment

Satisfactory completion of: ENGL 1A

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Critical thinking, reading and writing
 - a. Stress the connection between thinking, reading, and writing, and using each as a reinforcement for the others.
 - b. Reflect the diversity in subject matter, cultural perspective, national or geographic background, time period, structure, and theme
 - c. Distinguish between fact and inference
 - d. Develop logical inference

- e. Avoid logical fallacies
- f. Recognize denotative and connotative language
- g. Evaluate diction
- h. Explore rhetorical elements in literature
- i. Respond to aesthetics and style
- j. Construct sound arguments
- k. Supply sufficient support of claims
- l. Use outside sources
- m. Refute objections
- n. Write with style and clarity
- 2. Elements of Literary Analysis
 - a. Introduction to Literary Genres: non-fiction, fiction, short fiction, drama, poetry
 - b. Primary aspects of fiction and non-fiction: characterization, plot, conflict, setting, tone, point of view, theme, word choice, figurative language, symbol, irony, historical/social/philosophical context
 - c. Additional aspects (for poetry): word choice, imagery, figurative, language, rhythm and meter, structure, symbol, sound devices
- 3. Assignments designed to strengthen critical thinking, reading, and writing
 - a. In-class and independent assigned essays clearly stating an argument and supporting it with logical and sound exemplification
 - b. Revision of written assignments to improve effectiveness
 - c. Revision of written assignments coupled with instruction to demonstrate progressive improvement and refinement of writing style, structure, coherence, and emphasis
 - d. At least one research paper that posits a logically supported argument and is based on a synthesis and analysis of a variety of primary and secondary sources.

Objectives

1. Demonstrate critical thinking and reading skills in discussion and in essays. ****Requires Critical Thinking****
2. Understand relationships between meaning in literature and language manipulation, including literal and figurative language, denotation, and connotation.
3. Analyze and evaluate relationships between meaning and the use of literary forms and strategies, including parody, satire, irony, etc.
4. Identify unstated premises and assumptions arising from social, historical, moral, cultural, psychological, or aesthetic contests in which primary texts and applicable criticism exist.
5. Evaluate patterns of reasoning in both literary arguments and related critical evaluations, including induction and deduction.
6. Identify logical fallacies, including appeals to authority, fear, and pity, in the arguments of literature and criticism, and literary fallacies, in particular, such as evaluating a work purely in terms of aesthetics, emotional effect, etc.
7. Recognize similarities and differences between intentions, biases, assumptions, and arguments of an author and his/her character(s).
8. Distinguish between fact, inference, and judgment, recognizing that many reasonable inferences may be derived from the same facts.
9. Evaluate argument in literary criticism and related non-fiction in terms of fairness, accuracy, completeness, and effectiveness. ****Requires Critical Thinking****
10. Demonstrate composition skills by writing essays totaling between 8,000 and 10,000 words.
11. Explore a line of inquiry and limit the topic appropriately.

12. Establish and state clearly a unifying thesis or proposition.
 13. Select examples, details, and other evidence to support or validate the thesis and other generalizations.
****Requires Critical Thinking****
 14. Use principles of inductive and deductive logic to support and develop ideas. ****Requires Critical Thinking****
 15. Avoid logical fallacies in the presentation of an argument. ****Requires Critical Thinking****
 16. Organize the main parts of an essay and define a sequence that contributes to clarity and coherence.
 17. Use precise diction to communicate unambiguously.
 18. Use appropriate research techniques to produce an acceptable research paper.
 19. Become familiar with appropriate library resources for research.
 20. Identify and evaluate sources. ****Requires Critical Thinking****
 21. Formulate an engaging and productive research question.
 22. Understand the role of summary, paraphrase, and direct quotation in note-taking.
 23. Efficiently gather and record information.
 24. Organize data and information.
 25. Integrate source material into the paper.
 26. Correctly use the systems of documentation and bibliography (MLA).
-

Student Learning Outcomes

1. Upon completion of the course, students will evaluate a literary text for its use of genre conventions.
 - **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 gather, evaluate, and effectively integrate research materials to produce a critical analysis of a literary text.
 - **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 the course, students will compose a clearly-written, well-organized, purpose-driven literary analysis.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- **Lecture/Discussion**

This class contains direct instruction, class discussion, class activities, etc., to deliver course content.

- **Other**

Workshops and peer revision.

Distance Education

Delivery Methods

- Online
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Assignments

Reading Assignments

Reading Assignment:

After reading the poem selections assigned to you, prepare for a close-reading group-analysis of a poem of your choice.

Introduction:

This is a group project, and it's intended to be equally shared among members of the group. How you do that is up to you, so don't wait to get this done. Start early! This project is meant to help you think through poetic analysis with the help of others. The benefit of the group is that you can vet one another's work, brainstorm together, or revise the piece together.

Instructions:

Your first step as a group is to choose a poem from the selections provided in class. Your selection must come from one of the linked poetry collections, but which poem you choose is up to you. My only advice is that you don't be seduced into choosing a shorter poem because you think it will be less work; I think you'll find that you may have to work harder if you have a poem of just a few lines.

Once you've selected your poem, I'd like you to apply the prompts below to account for its features. I've labeled this prompts "Parts" (Part 1, Part 2, etc.) My expectation is that you will answer all the questions for each Part to the extent that it is possible. For example, a question like "Who is the speaker?" of a poem might be difficult to pin down if the voice of the poem is not explicitly defined in the poem itself. In this case, you may need to speculate or try to characterize that voice based on evidence in the poem. For example, the voice of William Carlos Williams "This is Just to Say" can't be definitively be defined, but the implication is that the speaker is someone in an intimate domestic relationship with the person being addressed. We might also speculate that the voice belongs to someone who is thoughtful and considerate in that he or she went out of the way to apologize for such a simple act. The point is that you should do your best to answer all the questions under each Part, even if there is no simple, black-and-white answer. And you should be able to point to something in the text or outside of the text to help explain your analysis. If you use other resources to help you think through the poem, remember those references should appear in your text in correct MLA Format.

This isn't an essay, but you may have to write in paragraph/short-essay form as you answer each of the required questions. While I want you to answer each question or prompt in each Part, how you internally organize the paragraphs you produce for each Part is up to you. Don't feel compelled to answer these questions in order like you're going down a list. Try to answer them in a way that makes the most sense to you and produces a readable series of paragraphs. I've tried to put the questions in a logical order, but if you feel like there is a better way to present your answers within the section, please pursue it. Just make sure not to present your answers in a bulleted or list form.

You're also going to notice that this assignment does ask you to address your personal response to the work, including questions such as why you chose it. I know that some teachers (including myself at times) discourage

student writers to make themselves a subject of an essay, but there are places where I want you to talk about yourself and your choices and response. Don't hesitate to use "I" where it is appropriate to the question.

Prompts:

- Part 1 – Overview (1 paragraph): Identify the poem by author, title, and type and/or genre of poem (lyric, narrative, sonnet, concrete poem, etc.). Remember that there are different ways to identify and label poem types. In addition to introducing and describing the type of poem, in this paragraph you will articulate the expectations you had about the poem, starting with the title. While your opinion of the poem may end up changing over time, your first paragraph should describe your initial expectations upon encountering or choosing the poem.
- Part 2 – The who, where, when, and what happens of the poem (2-3 paragraphs minimum)
 - Ask yourself the following questions about the poem to the extent that it is possible. As previously mentioned, don't feel compelled to answer these questions in order like you're going down a list. Try to answer them in a way that makes the most sense to you and produces a readable series of paragraphs:
 - What, if anything, literally happens over the course of the poem, or what action, if any, does it describe? If the poem tells a story, summarize the story. Who or what is the poem about? Who is being referred to in the action if anyone? Who are the other characters, if any, who appear in the poem? Where and when do any actions described in the poem take place? That is, what is the poem's setting if it has one?
 - If it doesn't have a plot, how would you describe the poem's progression? Even when a poem seems less interested in telling a story than in simply capturing a feeling or describing something or someone, you can still usually read in it some kind of progression of ideas or even an argument. Does a shift in subject matter, action, or focus take place at any point in the course of the poem? Identify the specific places where those shifts appear.
- Part 3 – Speaker/Voice and Auditor (1 paragraph minimum)
 - Who is or who are the speakers? What do we know about the speaker, or what can we infer about the speaker or voice of the poem? If it can be determined, where is the speaker? If the speaker or voice isn't reducible to a single identity, does the voice suggest a certain consciousness? Cite specific evidence from the poem in the form of quotations to support your conclusions about the poetic voice.
 - Who is or who are the auditor(s), if any? In other words, is it clear who the speaker is addressing? By this, I don't mean the audience for the poem; what I want you to determine is whether the voice appears to be addressing a particular group, audience, or person.
- Part 4 – Tone (1 paragraph minimum)
 - How would you describe the tone of the speaker/voice of the poem? That is, what is the attitude of the voice/speaker toward the subject? Does the tone of the poem change at any point? Please be as specific as possible.
 - Does the poet share the attitude toward the subject with the speaker/voice of the poem, or is the poet creating ironic distance between his or her views of the subject and that of the speaker/voice? Please explain if some sort of ironic distance is present.
- Part 5 – Why does it matter? What does it all mean? (2-3 paragraphs minimum)
 - In this part you're trying to get to what the poet is trying to communicate and the significance and relevance of his or her message. In other words, the goal is to describe the poem's thematic interests:
 - What problems, issues, questions, or conflicts does the poem explore that might be relevant to people other than the speaker(s) or the poet—to humanity in general, to the poet's contemporaries, to people of a certain type or in a certain situation, and so forth? What is the poet attempting to demonstrate or communicate to his or her readers? Why should the poem matter to anyone other than the poet? When answering these questions, be sure to cite specific lines from the poem that support your interpretations.
- Part 6 - Poetic form, effect, and meaning (2-3 paragraphs minimum). This part will focus on how the poem is constructed and how the formal features reinforce meaning:
 - How is the poem organized on the page? Here consider how it is organized into lines and/or stanzas? Please account for the various stanza breaks. What is signaled by or significant about the end of each stanza? If there are too many stanza breaks to account for (say, more than 10), how, generally, do stanza breaks function in the poem. In this case, please provide at least two examples to illustrate your analysis.
 - What do you notice about the length of lines in the poem? Are the lines brief, long and expansive,

- or varied? When you read the line aloud, how does the length of the line affect your experience? What is the point of the line length or variation?
- Are lines enjambed or end-stopped? What is the effect of the poet's choice in this area? Do you see any significance where certain lines are broken up enjambment? Discuss specific examples of enjambed or end-stopped lines to illustrate your conclusions.
- Does the poem have a noticeable shape based on the length of lines and stanzas? Can it be considered a "concrete" poetry? What does the shape and arrangement lend to the poem? Are there ways that it reinforces the content or theme of the poem?
- What are the poem's other formal features? Is there rhyme or another form of aural patterning such as alliteration? If applicable, what is the rhyme scheme of the poem? Does the poem use end-rhyme, internal rhyming, or slant rhyming? Is this rhyming a function of poetic genre? How might you describe the poem's rhythm? Are there places where the poet establishes but then breaks a pattern of rhyme or rhythm for effect? If so, for what purpose?
- How do the poem's overall form and its various formal features contribute to its meaning and effect? In other words, if you were to remove the formatting of the poem and translate the poetic language to standard prose, what would get lost in this translation? How does the poem's form contribute to its effect and meaning?
- Part 7 – Imagery and Figurative Language (2-3 paragraphs minimum). Consider the imagery of the poem. This is similar to what we did with short fiction:
 - Describe the poem's use of figurative language, including simile, metaphor, and other poetic devices.
 - What are some of the most important and striking images in the poem? What are ideas and associations elicited by some of the important images in the poem? How does the poem use connotative language to build meaning? Describe and analyze the imagery of the poem.
 - Are there patterns in the imagery of the poem? In other words, what is it that connects some of the most important and striking images in the poem? How are images appearing in different places working together to create meanings and impressions? Please use direct quotations from the poem to answer this question.
- Part 8 – Your selection and response (2 paragraphs minimum)
 - This part is mostly based on your person response to the poem but includes a requirement that you connect the poem to another in our book:
 - Why did you choose the poem? What originally attracted you to it?
 - Do you think the poet could have anticipated a reader like you? Why or why not?
 - Who (what type of person) would appreciate this poem? What type of person should this poem be suggested to?
 - What was your first reaction to the poem? Did you understand it? Did you like it? Was there anything you found confusing?
 - How did your understanding of the poem change as you analyzed it?
 - Do you consider it a good poem? Why or why not?
 - What did you learn about poetry in general through the process of analyzing this poem?
 - Is there anything else you want to say about the poem you didn't get a chance to address through the questions?

Assignment Objectives:

Learning objectives are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction. A successful demonstration of skills will show that students are able to:

1. Demonstrate critical thinking and reading skills in discussion and writing.
2. Understand relationships between meaning in literature and language manipulation, including literal and figurative language, denotation, and connotation.
3. Analyze and evaluate relationships between meaning and the use of literary forms and strategies, including parody, satire, irony, etc.
4. Identify unstated premises and assumptions arising from social, historical, moral, cultural, psychological, or aesthetic contests in which primary texts and applicable criticism exist.
5. Explore a line of inquiry and limit the topic appropriately.
6. Select examples, details, and other evidence to support or validate the thesis and other generalizations.
7. Use principles of inductive and deductive logic to support and develop ideas.
8. Use precise diction to communicate unambiguously.

9. Correctly use the systems of documentation and bibliography (MLA).

What to Do If You Need Help:

1. [Writing and Language Development Center \(WLDC\)](#): The WLDC goal is to support Yuba College students in all aspects of language development, helping them become engaged readers and writers; strategic in monitoring their own comprehension of texts; deliberate in selecting rhetorical tools suited to their purpose; independent, lifelong learners empowered by mastery of language to participate in the communities and achieve their educational and life goals. Located in building 1100.
2. For help with MLA Format, visit the [Online Writing Lab at Purdue University](#) for extensive explanations of MLA usage.

Instructor Response:

I will use the rubric to grade the group response. Individual grades will appear 1-2 weeks after the assignment due date. This assignment can be revised for an improved score. Please consider comments and resubmit to the same assignment tool. Resubmissions will be re-graded as time permits.

Writing Assignments

Reading Assignment:

To complete this assignment, you'll need to have finished all five acts of the play, *Othello*.

Instructions:

For the feature article, you are required to choose one of the research prompts below (or come up with your own focus) to write about in a "Feature Online Article." The purpose of the feature article is to make an electronic document or mimic an electronic document with hyperlinks to photos, video, and research sources that develop, illustrate, or exemplify your claims and ideas about the play.

- Your feature article should be between 1000-2000 words and focused on a specific aspect of the play (see the prompts below).
- Your article must reference at least 3 secondary sources plus the primary one (the play, *Othello*) for a total of 4 sources. All sources must be authoritative. My preference is for you to use the library databases, e-books, or library books as your source material. You might use literary sources, but you might also choose to use other types of sources such as a psychology textbook or history text. You may not use anything from Wikipedia or any material from *Spark Notes*, *Cliff Notes*, *Pink Monkey*, or any other commercially prepared study guide of that nature. Other unacceptable sources include plot summaries such as Bloom's "Plot Summary," Foster Masterplots, and Schmoop.com.
- You need to appropriately document your sources using MLA format. However, remember that this will be an electronic document, and the most appropriate means of documentation in electronic texts is the use of hyperlinks. Feel free to use a combination of both.
- As an online document, you should embed multi-modal (audio, visual, photographic, video, and interactive) elements into your document. Either embed these directly into your document or use hyperlinks as a means to link to these multi-modal aspects. Make sure to document these additions appropriately.
- The form in which you create this document is up to you. I suggest using a website creator like [Wordpress](#), [Weebly](#), [Wix](#), [Google Sites](#), [Blogger](#). These formats will allow you to easily include video, picture, media, etc. **All of these platforms include free versions; you should not have to pay to create a site. That being said, at times, they will try to encourage for you to buy extra options. You do not need to purchase anything to create a good site. If you need support with this, please come and see me.** If you really feel intimidated by using these format, I suggest that as an alternative, you use [a newsletter template](#) to mimic the electronic document format in Microsoft Word.

Writing Prompts:

- Examine the use of animal imagery in *Othello*, beginning with Iago's speeches in the first scene of the play. Start by locating as many references to animals throughout the play as you can. What patterns do you find? How does the animal imagery contribute to the fall of Othello in the play? Consider the "Great Chain of Being" in your response.
- Some have said that the focus of *Othello* is not the title character, as is the case with Shakespeare's other great tragedies, *Macbeth*, *King Lear*, and *Hamlet*. Is Othello simply too one-dimensional to be considered a great tragic hero? Does his seemingly unrealistic gullibility lessen our interest in him and his suffering?
- Why does Othello not investigate Iago's accusations? Why does Othello not seek his own proof of Desdemona's betrayal? What psychological impediments or impairments might be at work in Othello?
- Explore the character of Desdemona. What does she represent in the play?
- If you read the play closely, you will see that not enough time could have elapsed on Cyprus for Desdemona to have committed adultery. Examine the problem of time in *Othello* and the possible dramatic reasons behind this unrealistic passage of time.
- Discuss Othello's relationship with Desdemona. Does he truly love her? What is love? What is healthy or unhealthy, mature or immature about their romantic relationship?
- Examine the female characters in the play. What roles do they play? Are they passive or direct; or obedient or strong? You should choose one (or two) character(s) for your focus.
- Explore the issue of racism in *Othello* and relate it to the problems of racial hatred in Elizabethan England.
- Consider one of the male-female relationships in *Othello* (Othello and Desdemona; Iago and Emilia; or Cassio and Bianca). Do they love or hate one another, or, is it both? How are the women treated in each relationship? How would we characterize these relationships by today's standards?
- Examine the role of Emilia. In a sense, her honesty is the "undoing" of Iago. Was she right to betray her husband for her lady? Whom did she serve? Herself? Desdemona? Her husband? Does she redeem herself in the end for stealing the handkerchief or did she get what she deserved for betraying her lady in the first place? Did she betray her lady or duly serve her husband? Consider one or all of these questions.
- Prove that Othello and Desdemona's love was doomed from the start, and that fate, innocence and evil are conspired in the unification of their love.
- Examine how, Othello, who is so easily duped by Iago and so violently cruel to Desdemona, remains for us a sympathetic character. Or does he not? Explore either perspective.
- Iago appears to be an interesting rogue at the beginning of the play, but gains stature as a terrifying villain. Evaluate Iago's character development in *Othello* through careful observation and critical analysis. Is there any compassion to him or is he pure evil? Or maybe he suffers from a mental illness? Psychoanalyze his behaviors and motivations.
- Examine the role of jealousy, love, and/or betrayal in the play.
- It has been argued that *Othello* is accessible to us today because of the issues of racism, love, betrayal, and jealousy. Pick one and explain why *Othello* is accessible to us.
- Consider the role of the handkerchief. How in the world can a small piece of cloth cause so much trouble? Consider token-giving and courtship practices during the time.
- After Iago became Othello's lieutenant, could he have ended his revenge at this point? Why or why not? Consider why he hates "the Moor" so much.

Assignment Objectives:

Learning objectives are statements that define the expected goal of a curriculum, course, lesson or activity in terms of demonstrable skills or knowledge that will be acquired by a student as a result of instruction. A successful demonstration of skills will show that students are able to:

- Explore a line of inquiry and limit the topic appropriately.
- Establish and state clearly a unifying thesis or proposition.
- Select examples, details, and other evidence to support or validate the thesis and other generalizations.
- Use appropriate research techniques to produce an acceptable research paper.
- Become familiar with appropriate library resources for research.
- Identify and evaluate sources.
- Formulate an engaging and productive research question.
- Understand the role of summary, paraphrase, and direct quotation in note-taking.
- Efficiently gather and record information.
- Organize data and information.

- Integrate source material into the paper.
- Correctly use the systems of documentation and bibliography (MLA).

Student Examples:

- [Student Example #1](#)
- [Student Example #2](#)
- [Student Example #3](#)

What to Do If You Need Help:

1. [Writing and Language Development Center \(WLDC\)](#): The WLDC goal is to support Yuba College students in all aspects of language development, helping them become engaged readers and writers; strategic in monitoring their own comprehension of texts; deliberate in selecting rhetorical tools suited to their purpose; independent, lifelong learners empowered by mastery of language to participate in the communities and achieve their educational and life goals. Located in building 1100.
2. For help with MLA Format, visit the [Online Writing Lab at Purdue University](#) for extensive explanations of MLA usage.
3. [How to Use Wordpress](#)
4. [How to Use Weebly](#)
5. [How to Use Wix](#)
6. [How to Use Google Sites](#)
7. [How to Use Blogger](#)

Instructor Response:

I will use the rubric to grade this essay. Individual grades will appear 1-2 weeks after the the assignment due date. This assignment can be revised for an improved score. Please consider comments and resubmit to the same assignment tool. Resubmissions will be regraded as time permits.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Meyer. *Bedford Introduction to Literature Reading, Thinking, Writing*, 9th ed. Bedford , 2011, ISBN: 0-312-53921-5
2. Missy James (Author), Alan P. Merickel (Author), Greg Loyd (Author), Jenny Perkins (Author). *Reading Literature and Writing Argument*, 6 ed. ed. Pearson , 2016, ISBN: 978-0134120133
Equivalent text is acceptable
3. Schilb, John, and John Clifford. *Making Arguments about Literature*, Making Arguments About Literature: A Compact Guide And Anthology ed. Bedford/St. Martin's., 2006, ISBN: 978-0312431471
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 1C
Full Course Title: Critical Thinking/Advanced Composition
Short Title: Crit Think/Adv Comp
TOP Code: 1501.00 - English Language and Literature, General
Effective Term: Spring 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

Principles of critical thinking, reading, and writing beyond freshman composition; focuses on the principles of, and the development of, logical and analytical reasoning, argumentative writing, and on the principles of rhetoric (invention, arrangement, style, memory, delivery, modes of discourse, audience).

Conditions of Enrollment

Satisfactory completion of: ENGL 1A

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

1. Writing: Apply the principles of rhetoric and critical thinking to the writing process; writing effective prose
 - a. Topics of Invention: establishing central idea, constructing logical arguments, thesis.
 - b. Setting rhetorical strategies: modes and techniques of discourse, principles of organization.
 - c. Critical thinking: evaluation of evidence used to support thesis, nature of fact, opinion, belief; claims and opinions.
 - d. Appeals to reason, emotion, ethos; nature and role of audience.
 - e. Elements of style: analogy, metaphor, rhetorical devices, stylistic sentences, diction, figures of

- speech, tone and mood.
2. Reading: Apply the principles of rhetoric and critical thinking to the reading process.
 - a. Critical reading of expository and argumentative prose using elements of critical thinking and argumentation: discovering arguments, premises, conclusions,; unstated premises and assumptions.
 - b. Identify main elements of an argument (claims, support, assumptions, evaluate evidence), evaluate arguments for validity, soundness; identify inductive and deductive argument, fallacies formal and informal.
 - c. Identify and distinguish statement of belief, opinion, and knowledge, judgment, and fact.
 - d. Drawing inferences: identify and evaluate rhetorical devices such as satire, irony, overstatement, understatement; stylistic devices or figures of speech.
 3. Critical thinking and logic: nature of fact, opinion, informed opinion of justified belief, knowledge; elements of argument (claims, support, assumptions); logical fallacies; evaluation of evidence, studies, experiments, statistics, surveys); claims of fact, claims of value, relationship between logical argument and rhetoric (ethos, logos, pathos in classical rhetoric).
 4. Research: locating and using sources including library reference works; reading critically and reasoning critically to incorporate research; documenting research according to prescribed standards.
-

Objectives

1. Write essays that demonstrate control of rhetoric, argumentation, critical thinking, logical development of sound ideas (8,000 to 10,000 words). ****Requires Critical Thinking****
 2. Demonstrate the relationship between grammar, logic, and rhetoric by analyzing clear, stylistic, argumentative prose through reading and writing. ****Requires Critical Thinking****
 3. Critically analyze arguments in both reading and in their own writing. ****Requires Critical Thinking****
 4. Conduct research including use of the library; use the results in developing a number of essays in the course. ****Requires Critical Thinking****
 5. Read and critically evaluate college-level materials from a variety of sources; distinguish fact from judgment, knowledge from opinion; evaluate and use valid and sound arguments, claims and authority; identify formal and informal fallacies, reason deductively and inductively as demonstrated orally and in writing. ****Requires Critical Thinking****
 6. Recognize and use the principles of rhetoric: invention, arrangement, style, modes of discourse; devices of satire, irony, hyperbole, litotes, paradox, denotation, connotation. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will synthesize evidence from outside sources to support claims effectively.
 - **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 be able to compose a text that effectively uses elements of argumentation to support a claim.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of the course, students will be able to evaluate arguments for validity and soundness.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

Methods of Instruction

- **Lecture/Discussion**
This class contains direct instruction, class discussion, class activities, etc., to deliver course content.
 - **Other**
Workshops and peer evaluation.
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

English 1C

Group Discussion

10pts

Read: "It's Not about You, Facebook. It's about Us" by Jenna Wortham

1. What is Wortham's claim?
2. What assumptions (beliefs and prior understanding) does the reader need to have in order to accept Wortham's claim?

Knowledge:

-
-
-
-

Beliefs:

-
-

1. What gives Wortham ethos to speak on this topic?
2. What kind of support is provided in this article? Describe the strategy the author uses for each piece data.
 - a. Data:

Strategy:

1. Data:

Strategy:

1. Data:

Strategy:

Writing Assignments

Opinion Piece

100pts

Due: Thursday, December 13th

For this writing assignment, you will use the information you gathered in your Literature Review essay and advocate for a policy change, and you will do so by writing in the genre of an opinion piece.

An opinion piece or "op-ed" is normally a text that expresses an opinion and is commonly published by newspapers, magazines, and advocacy websites. The best opinion pieces are supported by research.

You need to consider:

1. Based on your research, what kind of policy change would you like to see?
2. What course of action should be taken?

This change that you are advocating for should be specific. What steps/processes are you asking your audience to do in support of your policy change? Tell your audience exactly what they need to do.

Do not choose a policy change that has already happened or something that people are already doing.

You also need to consider:

1. What research will be most persuasive for your audience? Be sure to cite sources.
2. How will you use logos, pathos, and—most important for an opinion piece—ethos?
3. In what order will you arrange your ideas?
4. How will you use illustrations or other graphics? How will you design the layout?

Submit a 750 word Online Opinion Piece. Be sure to include a correctly formatted works cited page using MLA formatting style.

Remember:

- Emphasize the policy change.
- Use concise language.
- Use and cite effective research--3 minimum sources (include a works cited page).
 - Create an effective design (visuals, layout, color, text wrapping).

A possible outline for your essay is:

-Introduction

-Support Information

-Opposing Viewpoint(s)

-Policy Change

CATEGOR Y	A	B	C	D	F
Policy change: 20 pts.	20 The policy change is clear and specific.	16 The policy change is fairly clear and specific.	14 The policy change needs to be clearer and/or specific, though overall it is adequate.	12 The policy change needs to be significantly clearer and/or more specific.	0 The policy change is missing.
	15	12	10	9	7

Ethos: 15 pts.	The writer's arguments are strong. The writer introduces and uses highly-respected sources.	The writer's arguments are good. The writer introduces and uses some well-respected sources.	The writer's arguments are adequate. The writer may not introduce or use all sources.	One or more of the writer's arguments and evidence is significantly weak. Introductions may be lacking for most or all sources.	The writer did not use any effective arguments or evidence. No introductions of sources.
Pathos: 15 pts.	15 The writer uses strong strategies to appeal to the readers' values and beliefs.	12 The writer uses good strategies appeal to the readers' values and beliefs.	10 The writer's appeals to the readers' values and beliefs are uneven, though overall they are adequate.	9 The writer's appeals to the readers' values and beliefs is inadequate or often uneven.	7 The writer did not use any effective appeals to the readers' values and beliefs.
Logos: 15 pts.	15 The writer's organizational structure strongly supports the arguments. The logic is straight and strong.	12 The writer's organizational structure provides good support for the arguments. Logic is good.	10 The writer's organizational structure and logic are adequate to support the arguments, but are sometimes uneven.	9 The writer's organizational structure provides inadequate support for the arguments. The logic is often uneven.	7 The writer did not use effective organization and/or logic.
Research: 10 pts.	10 Research strongly supports the argument and is correctly cited on the Works Cited page.	8 Research provides good support for the argument and is correctly cited on the Works Cited page.	7 Research provides adequate support for the argument, though it may be uneven. Citations are basically correct on the Works Cited Page.	6 Research provides inadequate support for the argument. Citations on the Works Cited page are significantly incorrect.	0 No research is evident and/or or cited on Works Cited page.
Writing Fluency: 15 pts.	15 Skilled writing. There are few, if any, errors. Writing is clear and concise.	12 Good writing. There are a few surface errors but they are not distracting. Writing is clear and concise.	10 Adequate writing. Some surface errors are distracting, though they don't impede overall communication. Writing is mostly clear and/or a bit wordy.	9 Deficient writing. Surface errors sometimes make it difficult to understand the writer's message. Writing is generally unclear and/or wordy.	7 Serious writing deficiencies. Surface errors make it very difficult to understand the writer's message. Writing is unclear and/or wordy.
Design: 10 pts.	10 Design is professional and intended for an online audience. Text wrap and	8 Design is mostly professional and intended for an online audience. Text wrap and graphics are used	7 Design somewhat professional and somewhat intended for an online	6 Design is not visually appealing; there is minimal consideration for an online audience.	5 There is no design and no consideration for an online audience.

	graphics are used as needed. Selected graphics are appropriate to the policy.	as needed.	audience. Text wrap and graphics could have been better implemented.		
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Total= /100

Methods of Evaluation

- Essay/Paper
 - Exams
 - Homework
 - Oral Tests/Class Performance
 - Participation
 - Portfolio
 - Quizzes
 - Research Project
 - Other
- In-and out-of-class writing

Course Materials

Textbooks:

1. Lunsford, A., Ruskiewicz, J., Walters, K.. *Everything's an Argument*, 8th ed ed. Bedford/St. Martin's, 2018, ISBN: ISBN-13: ISBN-10: 1
Equivalent text is acceptable
2. Kirsznar, L., Mandell, S.. *Practical Argument: A Text and Anthology*, 2nd ed ed. Bedford/St. Martin's, 2014, ISBN: ISBN-10: 1-4576-2237
Equivalent text is acceptable
3. Barnett, S. and Bedau, H.. *Critical Thinking, Reading, and Writing*, 8th ed ed. Bedford/St. Martin's, 2014, ISBN: ISBN-10: 1457649977
Equivalent text is acceptable
4. Barnett, Sylvan et al.. *Current Issues and Enduring Questions: A Guide to Critical Thinking and Argument, with Readings*, 11 ed. Bedford/St. Martin's, 2016, ISBN: 978-1319035471
Equivalent text is acceptable

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ENGLISH

ASSOCIATE IN ARTS

Description

The Associate in Arts in English degree gives students a broad background in writing, literature, and language analysis. As such, an associates degree in English is a good gateway towards a career in teaching, technical writing, creative writing, journalism, and editing and publishing, as well as related fields such as law, marketing, and mass communications. Students completing the degree develop competency in academic reading and writing, rhetorical strategies and argumentation, literary history and analysis, and multicultural literature(s). The degree exposes students to the core principles and practices of the field in order to build a foundation for students' future personal or academic goals.

The degree requires three core courses of all majors. Beyond those three core courses, students can pursue paths of emphasis. Students interested in teaching are encouraged to take the series of tutoring seminars (English 40A, 40B, and 40C) and gain experience working with others in the Writing and Language Development Center. Students who are interested in pursuing careers in the writing, publishing, and/or journalism are encouraged to take the creative writing courses (English 31A and 31B) and/or the mass communications courses (MCOMM 8, 19, and/or 20A). Students who intend to eventually pursue a Master's or Doctorate degree are encouraged to take a variety of literature courses.

Program Learning Outcomes

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

1. Make effective rhetorical choices based on an accurate analysis of a rhetorical context.
2. Analyze and interpret works from different historical and cultural traditions using appropriate conventions of literary analysis.
3. Apply reading strategies in order to critically analyze texts.
4. Gather, evaluate, and effectively integrate research materials.

Program Requirements:

Required Courses 9 Units

Course Block Units: (9 Required)

ENGL1B	Critical Thinking & Writing About Literature	3
ENGL30A or	Introduction To American Literature, I	3
ENGL30B	Introduction To American Literature, II	3
ENGL46A or	Introduction To British Literature I	3
ENGL46B	Introduction To British Literature II	3

Plus 9 additional units selected from

Course Block Units: (9 Required)

ENGL1C	Critical Thinking/Advanced Composition	3
ENGL30A	Introduction To American Literature, I	3
ENGL30B	Introduction To American Literature, II	3
ENGL46A	Introduction To British Literature I	3
ENGL46B	Introduction To British Literature II	3
ENGL31A	Creative Writing I: Intro to the Genres	3
ENGL31B	Creative Writing II: Writing and Editing for Publication	3

ENGL34 or	Introduction To Film	3
THART34 or	Introduction To Film	3
HUMAN34	Introduction To Film	3
ENGL36	American Ethnic Voices	3
ENGL37	Women's Voices	3
ENGL38	Classic and Contemporary Youth Literature	3
ENGL42	Introduction to Shakespeare	3
MCOMM8	Introduction to Media Writing	3
MCOMM19	News Writing and Reporting	3
MCOMM20A	News Media Production 1	3
ENGL40A	Tutoring Reading and Writing I	1
ENGL40B	Tutoring Reading and Writing II	1
ENGL40C	Tutoring Reading and Writing III	1

Total: 18

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Yuba Community College District

Yuba College Course Outline

Course Information

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

Course Standards

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

- Fire Technology
-

Course Description

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

Conditions of Enrollment

Advisories

- Language - recommended eligibility for English 1A
-

Content

Course Lecture Content

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

- b. System design
 - c. System testing
 - 3. Special Hazard/Protection Systems
 - a. Carbon dioxide systems
 - b. Halogenated systems
 - c. Dry and wet chemical systems
 - d. Foam systems
 - e. Standpipe and hose Systems
 - 4. Fire Detection and Alarm Systems
 - a. Types of systems
 - b. Alarm-initiating systems
 - c. Inspection and testing
 - 5. Portable Fire Extinguishers
 - a. Agents
 - b. Ratings
 - c. Types
 - d. Operation
 - e. Inspection
 - 6. Heat and Smoke Control Systems
 - a. Code Requirements
 - b. Smoke containment, removal and airflow
 - c. Fire protection systems and smoke control
-

Objectives

1. Identify and describe the parts and operation of the different types of sprinkler systems.
 2. Design and operate a water supply to a distribution system and fire protection system.
 3. Identify and describe the parts and operation of the different types of special hazard systems.
 4. Design a fire detection and alarm system.
-

Student Learning Outcomes

1. Upon completion of the course, students will be able to identify the different types of fire protection systems.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of the course students will be able to list the different components of a fire protection system.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
3. Upon completion of this course, students will describe the basic elements of public water supply systems,

including sources, distribution networks, piping, and hydrants.

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

Methods of Instruction

- **Lecture/Discussion**

Distance Education

Delivery Methods

- Online
- Hybrid
 - Some lecture hours will be online

Assignments

Reading Assignments

Read text book and answer multiple questions relating to subject matter. Preview fire protection systems installed in buildings.

Writing Assignments

Complete a written diagram and show understanding of a municipal water system down to and including a fire protection system.

Other Assignments

Outside of class the student will attempt to identify a building under construction with a fire protection system.

The student will observe the type of protection system installed. Once completed, the student will write a paper on the type of system observed.

Methods of Evaluation

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

Course Materials

Textbooks:

1. IFSTA. *Private Fire Protection and Detection*, 5th ed. Fire Protection Publications, 2016, ISBN: 978-0879395995
 2. A. Maurice Jones, Jr. . *Fire Protection Systems*, 2nd ed. Jones and Bartlett, 2015, ISBN: 9781284035371
- Equivalent text is acceptable**

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: FIRTC 590

Full Course Title: Firefighter Physical Ability

Short Title: Tower Drills

TOP Code: 2133.00 - Fire Science/Firefighting*

Effective Term:

Course Standards

Course Type: Noncredit

Total contact hours in class: 4.0

Lecture hours: 1.0

Lab hours: 3.0

Minimum Qualifications for Instructors

- Fire Technology
-

Course Description

Assists with physically preparing the student's ability to perform firefighting job performance requirements. Instruction on the proper body mechanics and methods used for each of the tasks that are performed on the fire ground. Prepares the student to pass the standard firefighter fitness test for employment. Evaluation scores may be used by local fire departments for pre-hire testing.

Conditions of Enrollment

Concurrent enrollment or satisfactory completion of: FIRTC 64

Content

Course Lecture Content

1. Advancing 1 3/4" hose line (dry)
2. Advancing 1 3/4" hose line (wet) under overhang
3. Carry and Raise 24 foot ladder
4. Sledge hammer over the head method
5. Rafter crawl with tool
6. Victim removal
7. Hose carry/hoist aloft

Course Lab/Activity Content

Under time, the student will:

Time Start-extend 150' of 1 3/4" hose to and under low overhang.

Extend 24' extension ladder.

Pound kiser sled with sledge hammer.

Carry tool while crawling on roof rafters.

Drag rescue dummy.

Carry ladder.

Hoist hose to upper floors.

Hose pack to upper floors.

Objectives

1. Advance three sections of uncharged pre-connected 1 3/4" hose 150 feet.
2. Advance three sections of charged (wet) 1 3/4" hose a distance of 32 feet through a narrow hallway.
3. Raise and lower a 24 foot extension ladder using hand-over-hand method.
4. Crawl a distance of 20 feet across an attic simulator while carrying a simulated flashlight in hand.
5. Advance (Keiser) force simulator from beginning to end or use 30 firm blows to raise the sledge over helmet with each blow.
6. Drag or carry a dummy (approximately 150 lbs) a distance of 30 feet.
7. Remove a 14 foot ladder from a fire engine, carry it approximately 60 feet, and replace it at original location.
8. Pick up and carry a section of 2 1/2" hose to the fourth floor, then return hose to first floor.
9. Carry 2 1/2" hose to the third floor, raise rope with hose through window, proceed to finish line with hose bundle.
10. Problem solving to successfully complete each exercise ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will be able to increase personal physical abilities. This will be measured with a pre and post agility test.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
2. Upon completion of this course, students will be able to provide a better understanding of the physical demands of a fire fighter.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Upon completion of this course, students will be able to demonstrate the ability to reduce the time required to complete the agility test by three minutes at the end of of semester.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools

for personal, academic, and career tasks.

Methods of Instruction

- **Lecture/Discussion**

The student will understand the importance of being physically fit for fire service duty. Life long goal setting in the areas on nutrition and workout programs. Reviewing the line of duty deaths within the fire service.

- **Other**

Demonstrate the ability to complete the agility test and improve by the end of the course.

Assignments

Reading Assignments

Review physical requirements of a firefighter. Review proper nutrition factors for firefighters

Methods of Evaluation

- **Participation**
 - **Skills Demonstrations/Performance Exam**
-

Course Materials

None

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: FIRTC 65
Full Course Title: Firefighter I Certification Testing
Short Title: FFI Testing
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 60.0
 Total contact hours in class: 52.0
 Lecture hours: 4.0
 Lab hours: 48.0
 Hours outside of class: 8.0
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- Fire Technology
-

Course Description

This course is offered to students that meet the State Fire Training (SFT) requirements to test for the Firefighter I (FFI) including the capstone knowledge and skills required to pass the FFI. Upon successful completion, the student will receive a pass letter from SFT and a FFI pass certificate from the college.

Conditions of Enrollment

Course is Open Entry/Open Exit

Content

Course Lecture Content

Lecture:

- 1) Identify the Firefighter I certification track, test evaluation methods participating and capstone task book requirements.
- 2) Describe the mission of the fire service and the role of the firefighter and Standard Operating Procedures (SOP's), rules and regulations used in the fire departments.

Course Content Outline: Lecture:

I. Orientation and Administration

A. Review of training facilities

B. Review of course syllabus

1. Objectives
2. Requirements
3. Methods of evaluation
4. Participation requirements

II. Firefighter I Certification Test Process

A. Written test

B. Skills test

III. Capstone task book process

IV. Firefighter skills practice and testing

A. Mission of the fire service

1. Role of the firefighter
2. Use of SOP's and rule and regulations used by fire departments

Course Lab/Activity Content

Laboratory:

3) Demonstrate the ability to don, use and doff Personal Protective Equipment (PPE) and Self Contained Breathing Apparatus (SCBA) in simulated situations.

4) Demonstrate the ability to inspect a SCBA and replace an SCBA air cylinder.

5) Demonstrate the ability to respond and operate safely at an emergency scene following established procedures and wearing proper PPE.

6) Demonstrate the ability to receive a phone call using established procedures, relay the appropriate information and initiate a response to a reported emergency.

7) Demonstrate the ability to transmit and receive messages relaying accurate information using fire department radios.

8) Demonstrate the ability to tie a knot appropriate for hoisting tools securely as directed.

9) Demonstrate the ability to illuminate an area of an emergency scene using electrical and lighting equipment according to manufactures and agency guidelines.

10) Demonstrate the ability to clean and maintain a wide variety of fire department tools and equipment.

11) Demonstrate the correct selection of a fire extinguisher for a given fire and proper techniques for extinguishment of a Class A, B or C fire.

12) Demonstrate the ability to conduct a forward hose lay as a member of a team.

13) Demonstrate the ability to deploy a portable tank and prepare for a drafting operations.

14) Demonstrate the ability to load, deploy and advance attack and supply hose.

- 15) Demonstrate the ability to clean and maintain hose, mark defective hose build hose rolls, replace burst sections and extend lines.
- 16) Demonstrate the ability to secure (turn-off) all building utilities safely.
- 17) Demonstrate the ability to lift, carry and raise an extension ladder single-person.
- 18) Demonstrate the ability to use forcible entry tools and equipment to force the opening of a door, window or wall.
- 19) Demonstrate the ability to conduct a search and rescue of a civilian or firefighter with or without respiratory protection.
- 20) Demonstrate the ability to activate an emergency call for assistance and exit a hazardous area.
- 21) Demonstrate the ability to rescue a victim from an elevated location using a 24 foot ladder.
- 22) Demonstrate the ability to conduct an interior fire attack as a member of a team, locating and controlling the fire.
- 23) Demonstrate the ability to extinguish exterior fires in vehicles and stacked piled materials.
- 24) Demonstrate the ability to operate a charged hose line from a ground ladder.
- 25) Demonstrate the ability to deploy and operate a portable master stream.
- 26) Demonstrate the ability to use horizontal and vertical ventilation techniques to ventilate a structure.
- 27) Demonstrate the ability to correctly perform salvage operations in a room.
- 28) Demonstrate the ability to remove water from the interior of a structure using correct salvage techniques.
- 29) Demonstrate the ability to control the flow of water from a sprinkler system.
- 30) Demonstrate the ability to overhaul a fire scene, extinguish hidden fires,, and remove charred materials while protection the area of origin.
- 31) Demonstrate the ability to secure a fire scene by covering building openings.
- 32) Demonstrate the ability to don a wildfire personal protective ensemble and deploy a fire shelter using the lying down method.
- 33) Demonstrate the ability to assume a safe position for the performance of a retardant drop.
- 34) Demonstrate the ability to inspect, maintain and sharpen hand tools.
- 35) Demonstrate the ability to assemble, use and maintain a back pump.
- 36) Demonstrate the ability to ignite and extinguish road flares and fuses.
- 37) Demonstrate the ability to assemble ignite, extinguish and disassemble a drip torch.
- 38) Demonstrate the ability to use the Incident Response Pocket Guide (IRPG).
- 39) Demonstrate the ability to conduct a two person, 500 foot progressive hose lay.
- 40) Demonstrate the ability to construct a fire line using hand tools.
- 41) Demonstrate the ability to perform mobile pumping operation.
- 42) Demonstrate the ability to prepare and defend a structure in the Wildland Urban Interface (WUI).
- 43) Demonstrate the ability to perform wet or dry mop-up operations.
- 44) Demonstrate the ability to perform wildland patrol operations.

- 45) Demonstrate the ability to identify hazardous materials and correct PPE to be used by the responder.
- 46) Demonstrate the ability to implement a planned response to a hazardous material incident.
- 47) Demonstrate the ability to perform control, containment and confinement operations to control a hazardous material incident.
- 48) Demonstrate the ability to perform emergency decontamination on an individual and large number of persons.

Course Content Outline, Lab:

B. Use of PPE and SCBA's

- 1. Donning and doffing of PPE
- 2. Donning and doffing of SCBA's
- 3. Inspecting a SCBA
- 4. Replacing a SCBA air cylinder

C. Responding to and at an emergency scene

- 1. Use of PPE
- 2. Department SOP's

D. Receiving emergency phone calls

- 1. Department procedures
- 2. Relaying pertinent information
- 3. Initiating a response

E. Radio use

- 1. Transmitting messages
- 2. Receiving messages

F. Knots

- 1. Bowline
- 2. Clove Hitch
- 3. Figure 8 on a bight
- 4. Half-hitch
- 5. Becket/sheet bend
- 6. Safety knots

G. Hoisting equipment

- 1. Axe
- 2. Pike poles

3. Smoke ejectors
4. Chainsaw
5. Hose lines
6. Ground ladders

H. Scene lighting

1. Use of generators
2. Light assemblies
3. Power cords
4. Ground fault interrupters

I. Cleaning and maintain of fire department tools

1. Ladders
2. Ventilation equipment
 - a. Smoke ejectors
 - b. Chain saws
3. SCBA's
4. Rope
5. Salvage equipment
6. Hand tools
 - a. Axe
 - b. Pike pole
 - c. Halligan

J. Fire extinguisher use

1. Correct selection for the type of fire
2. Effective operating distance
3. Proper selection

K. Forward hose lay

L. Portable tank operations

1. Deploying portable tanks
2. Use of hard suction for drafting operations

M. Fire hose

1. Use of attack lines
 - a. Loading-Triple, Minute man, Flat load
 - b. Deploying- Triple, Minute man, Flat load

- c. Advancing
- 2. Loading supply hose
- 3. Maintenance
 - a. Cleaning hose
 - b. Inspecting hose
 - c. Identifying defective hose
- 4. Building hose rolls
 - a. Straight rolls
 - b. Donut rolls
 - c. Twin rolls
 - d. Double donuts
- 5. Replacing burst hose
- 6. Extending hose lines
- N. Controlling building utilities
 - 1. Securing electrical power
 - 2. Securing gas connections
 - 3. Securing water
- O. Deploying an extension ladder
 - 1. Lift and carry
 - 2. Footing and raising
 - 3. Checking for hazards
 - 4. Adjusting climbing angle
 - 5. Lowering and stowing
- P. Conducting force entry
 - 1. Selection of the point of entry
 - 2. Selection of the correct tools(s)
 - 3. Entering a window
 - 4. Entering a window
 - 5. Breaching a wall
- Q. Search and rescue
 - 1. Primary search and rescue of a victim with no respiratory protection
 - 2. Primary search and rescue of a victim with respiratory protection
 - 3. Lowering a rescued victim down a ladder

4. Making an emergency call and exiting a hazardous area

R. Fire attack operations

1. Interior attack as a member of a team
2. Exterior fire attack as a member of a team
3. Operating an attack line from a ladder
4. Fire attack on a vehicle
5. Deploying and operating a portable master stream

S. Ventilation

1. Horizontal ventilation
2. Vertical ventilation

T. Salvage and overhaul

1. Salvage of a room and contents
2. Water removal techniques from a structure
3. Controlling the water flow from a fire sprinkler
4. Separation and removal of charred material while protecting the area of origin
5. Covering building openings
6. Overhauling a fire scene

U. Wildland PPE, safety and tools

1. Donning wildfire PPE
2. Deploying a fire shelter using the lying down method
3. Assuming a safe position for a retardant drop
4. Inspecting, maintaining and sharpening hand tools
5. Assembling, use and maintenance of backpack pumps
6. Igniting and extinguishing road flairs and fuses
7. Assembling, igniting, extinguishing and disassembling a drip torch
8. Using the IRPG

V. Wildland suppression

1. Conducting a two person, 500 foot progressive hose lay
2. Constructing a fire line using hand tools
3. Performing mobile pumping operations
4. Prepare and defend a structure in the WUI
5. Performing wet or dry mop-up operations
6. Performing wildland patrol operations

W. Identifying and planning a hazardous materials response

1. Identifying hazardous materials, their potential hazards and appropriate PPE
2. Implementing a planned response to a hazardous materials incident

X. Performing hazardous materials control, containment and confinement activities

Y. Hazardous materials decontamination activities

1. Performing emergency decontamination
2. Performing mass decontamination

Objectives

None

Student Learning Outcomes

1. Upon completion of this course, students will be able to identify the CA SFT FFI certification track and capstone task book requirements.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 2. Upon completion of this course, students will be able to demonstrate the ability to perform Structure Firefighter I skills.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 3. Upon completion of this course, students will be able to demonstrate the ability to perform Wildland Firefighting skills.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
 4. Upon completion of this course, students will be able to demonstrate the ability to perform Hazardous Material Identification and Decontamination Firefighter I skills.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- **Laboratory**
We do hands on activities that reinforce the lecture and skills needed for the field.
 - **Lecture/Discussion**
Provide lecture on the course content.
-

Assignments

Reading Assignments

Read Chapter 7 and answer end of chapter questions to prepare for quiz.

Other Assignments

Lab assignment:

Donn a SCBA within 60 seconds with 100% accuracy.

Methods of Evaluation

None

Course Materials

None

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: FIRTC 66
Full Course Title: Basic Wildland Firefighter
Short Title: BWF
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 9.0
Total class hours: 477.0
 Total contact hours in class: 219.0
 Lecture hours: 129.0
 Lab hours: 90.0
 Hours outside of class: 258.0
Repeatable: No
Grading Method: Pass/No Pass Only

Minimum Qualifications for Instructors

- Fire Technology
-

Course Description

This course provides the skills and knowledge needed for the entry-level firefighter to perform his/her duties safely, effectively, and competently. The curriculum is based on CAL FIRE policy, the 2013 edition of NFPA 1001 Standard for Firefighter Professional Qualifications, the 2012 edition of NFPA 1051 Standard for Wildland Firefighter Professional Qualifications, and the 2008 edition of NFPA 472 Standard for Competence of responders to Hazardous Materials/Weapons of Mass Destruction Incidents.

Conditions of Enrollment

Satisfactory completion of: HLTH 2; FIRTC 206

Course is Open Entry/Open Exit

Course has additional enrollment fees: Uniforms, Personal Protection Safety Equipment

Content

Course Lecture Content

Unit 1: Introduction

Topic 1-1: Orientation and Administration

Terminal Learning Objective

At the end of this topic, a student will be able to identify facility and classroom requirements and identify course objectives, events, requirements, assignments, activities, resources, evaluation methods, and participation

requirements in the course syllabus.

Enabling Learning Objectives

1. Identify facility requirements

- Restroom locations
- Food locations
- Smoking locations
- Emergency procedures

2. Identify classroom requirements

- Start and end times
- Breaks
- Electronic device policies
- Special needs and accommodations
- Other requirements as applicable

3. Review course syllabus

- Course objectives
- Calendar of events
- Course requirements
- Student evaluation process
- Assignments
- Activities
- Required student resources
- Class participation requirements

Discussion Questions

1. What is a formative test?
2. What is a summative test?

Activities

1. To be determined by the instructor.

Topic 1-2: Firefighter I Certification Process

Terminal Learning Objective

At the end of this topic, a student will be able to identify different levels in the Firefighter I certification track, the courses and requirements for Firefighter I certification, and be able to describe the capstone task book process.

Enabling Learning Objectives

1. Identify the different levels of certification in the Firefighter I certification track

- Firefighter I

CAL FIRE Basic Firefighter

- Wildland Firefighter I
- NFPA 472 Awareness/Operations Level Responder: Hazardous Materials/Weapons of Mass Destruction

Incidents

2. Identify the courses required for Basic Firefighter and Firefighter I Certification

- Firefighter I
- Wildland Firefighter I
- Hazardous Materials First Responder Operations
- Confined Space Awareness
- IS-100.B Introduction to Incident Command System
- IS-700.A National Incident Management System, An Introduction
- IS-800.B, National Incident Management System, National Response Framework

3. Identify any other requirements for Basic Firefighter and Firefighter I

4. Describe the capstone task book process

- Complete all prerequisites and coursework
- Submit fees and request capstone task book
- Complete all job performance requirements included in the task book
- Must have an identified evaluator verify individual task completion via signature
- Must have Unit Chief or authorized representative verify task book completion via signature (CAL FIRE Basic Firefighter)
- Must be employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training (CSFM FFI)

Discussion Questions

1. How many levels are there in the Firefighter I certification track, and what are they?

Activities

1. To be determined by the instructor.

Pages 49-82 of the sample assignment removed for printing reasons

mobile attack 4. Perform a simple hose lay • Single person 5. Perform progressive hose lay • Two-person minimum 6. Retrieve hose • Single-section drain and carry • Figure 8 drain and carry Topic 8-8: Reinforcing a Fireline 1. Use basic ignition devices • How to ignite and extinguish road flares and fusees • How to assemble and use a drip torch Topic 8-9: Wildland Urban Interface 1. Prepare a structure for structure defense 2. Conduct structure defense within the wildland urban interface Topic 8-10: Mop-up Operations 1. Use basic tools to perform mop-up operations 2. Use basic techniques to perform mop-up operations Topic 8-11: Conducting Patrols No Lab for this topic Topic 8-12: CAL FIRE Firefighting Aircraft No Lab for this topic Topic 9-3: Emergency Decontamination 1. Prepare an emergency, mass and technical decontamination area 2. Perform emergency mass and technical decontamination

Student Learning Outcomes

1. At the end of this topic, a student, given wildland personal protective clothing and a New Generation Fire Shelter, will be able to don wildland personal protective clothing and shelter according to the manufacturers' guidelines within 60 seconds; deploy a New Generation Fire Shelter within 30 seconds; ensure serviceability and availability on the fireline; and recognize defects and report them to a supervisor.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. At the end of this topic, a student, given a wildland or wildland urban interface fire and the standard safety policies and procedures of CAL FIRE, will be able to recognize hazards and unsafe situations, promptly communicate hazard(s) and unsafe condition(s) to a supervisor, and take appropriate action.
 - **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.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. At the end of this topic, a student, given a wildland or wildland urban interface fire and the standard safety policies and procedures of the agency, will be able to recognize hazards and unsafe situations, promptly communicate hazard(s) and unsafe condition(s) to a supervisor, and take appropriate action.
 - **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.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- **Laboratory**
Complete the required skills.
 - **Lecture/Discussion**
Lecture per the course content for each subject item.
-

Assignments

Reading Assignments

Read Text Chapters

Methods of Evaluation

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

Course Materials

Textbooks:

1. NFPA/IAFC. *Fundamentals of Fire Fighter Skills, Evidence-Based Practices*, 3rd or 4th ed. Jones and Bartlett, 2019, ISBN: 978-1-284-13157-4 or
Equivalent text is acceptable
2. William Teie. *Firefighter Handbook on Wildland Firefighting*, 3rd ed. Deer Valley Press, ISBN: 1-931301-16-6

Manuals:

1. State Fire Training. *Firefighter Survival*, Current ed. State Fire Training, 2019, ISBN: N/A

Other:

1. NWCG IRPG
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: FIRTC 69
Full Course Title: Firefighter II Academy
Short Title: FF II Academy
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 4.5
Total class hours: 260.0
 Total contact hours in class: 120.0
 Lecture hours: 70.0
 Lab hours: 50.0
 Hours outside of class: 140.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Fire Technology
-

Course Description

This course provides the skills and knowledge needed for the fire fighter to take on increased leadership roles and responsibilities pertaining to fire department communications, fireground operations, rescue operations, and fire and life safety initiatives, preparedness, and maintenance.

Conditions of Enrollment

Satisfactory completion of: FIRTC 64; EMT 61

Course has additional enrollment fees: State Fire Training Certification fees, Personal Protective Equipment.

Content

Course Lecture Content

Course Content Outline: (Provides a comprehensive sequential outline of the course content, including all major subject matter and the specific body of knowledge covered.)

I. Firefighter II Certification Process

- A. Levels of certification in the Fire Fighter II certification track
- B. Courses required for Fire Fighter II

C. Other requirements for Fire Fighter II

D. Capstone task book process

1. Prerequisites and course work
2. Fees and request capstone task book
3. Job performance requirements included in the task book
4. Verify individual task completion via signature
5. Fire Chief or authorized representative verify task book completion via signature
6. Employed by a California Fire Agency in the position prior to submitting completed task book to State Fire Training.

II. General Knowledge Requirements

A. Responsibilities of the Fire Fighter II in performing assigned duties in conformance with applicable NFPA standards and other safety regulations and AHJ procedures.

B. Role of a Fire Fighter II within the organization

C. Need for command

D. Responsibilities of the Fire Fighter II in assuming and transferring command within the incident management system

1. Size-up
 2. Arrival Report
 3. Initial strategies and tactics or initial incident action plan (IAP)
 4. Assign Resources
 5. Implement the incident command system
 6. Transfer of command briefing
- E. Organize and coordinate the incident management system until command is transferred
- F. Function within an assigned role in the incident management system

III. Fire Department Communications

A. Completing Incident Reports

1. Content requirements for basic incident reports
2. Purpose and usefulness of accurate reports
3. Consequences of inaccurate reports
4. How to obtain necessary information
5. Required coding procedures
6. Necessary codes
7. Proofread reports
8. Fire department computers or other equipment necessary to complete reports

B. Basic Company Communications

1. Describe standard operating procedures for alarm assignments.
2. Fire department radio communication procedures
3. Operate Fire department radio communications equipment

IV. Fireground Operations

A. Extinguishing an ignitable liquid fire

1. Methods by which foam prevents or controls a hazard
2. Principles by which foam is generated
3. Causes for poor foam generation and corrective measures
4. Difference between hydrocarbon and polar solvent fuels and the concentrates that work on each
5. Characteristics, uses, and limitations of firefighting foams foam nozzles for foam application
7. Foam stream application techniques
8. Hazards associated with foam use
9. Methods to reduce or avoid hazards
10. Foam concentrate supply for use
11. Foam stream components
12. Demonstrate various foam application techniques.
13. Approach and retreat from spills as part of a coordinated team.

B. Controlling a Flammable Gas Cylinder Fire

1. Characteristics of pressurized flammable gases
2. Elements of a gas cylinder
3. Effects of heat and pressure on closed cylinders
4. Boiling liquid expanding vapor explosion (BLEVE) signs and effects
5. Methods for identifying contents
6. Identify safe havens before approaching flammable gas cylinder fires.
7. Water stream usage and demands for pressurized cylinder fires
8. What to do if the fire is prematurely extinguished
9. Valve types and their operation
10. Alternative actions related to various hazards and when to retreat
11. Effective advances and retreats
12. Apply various techniques for water application
13. Cylinder integrity and changing cylinder conditions

14. Operate control valves
15. Effective procedures when conditions change

C. Coordinating an Interior Attack Line

1. Nozzle and hose selection for fire attack given different fire situations
 - a. 1 ½ -, 1 ¾-, or 2 ½- inch hand line
 - b. Smooth bore selection versus fog
 - c. Bundle versus preconnect
 - d. Wyed line versus single lines
 - e. Special use nozzles
2. Adapter and appliance selection used for specific fireground situations
3. Dangerous building conditions created by fire and fire suppression activities
 - a. Conditions and signs preceding flashover
 - b. Anticipating rapid fire development
 - c. Reading smoke (volume, velocity, density, and color)
4. Indicators of building collapse
5. Describe the effects of fire and fire suppression activities on wood, masonry (brick, block, and stone), cast iron, steel, reinforced concrete, gypsum wallboard, glass, and lath and plaster
6. Apply search and rescue and ventilation procedures
 - a. Vent
 - b. Enter
 - c. Isolate
 - d. Search
7. List indicators of structural instability
8. Suppression approaches and practices for various types of structural fires
 - a. single-family
 - b. Multi-family
 - c. Commercial
 - d. High-rise
9. Discuss the association between specific tools and special forcible entry needs
 - a. Forcible entry size up
 - b. Lock Recognition
 - c. Accurate tool selection
10. Evaluate and forecast a fire's growth and development

- 11. Assemble a team
- 12. Choose attack techniques for various levels of a fire
 - a. Attic
 - b. Grade Level
 - c. Upper levels
 - d. Basement
- 13. Select tools for forcible entry
- 14. Incorporate search and rescue and ventilation procedures in the completion of the attack team efforts
- 15. Determine developing hazardous building or fire conditions

D. Protecting Evidence of Fire Cause and Origin

- 1. Methods to assess origin and cause
- 2. Types of evidence
- 3. Different means to protect various types of evidence
- 4. Roles and relationships of the Firefighter II, criminal investigators, and insurance investigators in fire investigations
- 5. Effects and problems associated with removing property or evidence from the scene
- 6. Fire's origin area
- 7. Recognize probable causes
- 8. Protect the evidence

V. Rescue Operations

A. Vehicle Extrication

- 1. Fire departments role at a vehicle accident
- 2. Points of strength and weakness in auto body construction
- 3. Dangers associated with vehicle components and systems
 - a. Conventional
 - b. Alternative fuel
- 4. Uses and limitations of hand and power extrication equipment
- 5. Safety procedures when using various types of extrication equipment
- 6. Operate hand and power tools used for forcible entry and rescue as designed
- 7. Use stabilization tools and equipment
- 8. Choose and apply appropriate techniques for moving or removing vehicle roofs, doors, seats, windshields, windows, steering wheels or columns, and the dashboard.

B. Assisting in Rescue Operations

1. Firefighter's role at a technical rescue operation and the hazards associated with each
 - a. Rope
 - b. Trench
 - c. Confined Space
 - d. Structural collapse
 - e. Water and ice rescue
 - f. Wilderness search and rescue
 - g. Industrial machinery
2. Types and uses for rescue tools
3. Rescue practices and goals
4. Various types of rescue tools
5. Public barriers
6. Assist rescue teams when assigned

VI. Prevention, Preparedness, and Maintenance

A. Performing a Fire Safety Survey at a Private Dwelling

1. Organizational policy and procedures
2. Common causes of fire and their prevention
3. Importance of a fire safety survey and public fire education programs to fire department public relations and the community
4. Referral Procedures
5. Forms
6. Hazards
7. Match findings to preapproved recommendations
8. Effectively communicate findings to occupants or referrals

B. Presenting Fire Safety Information

1. Types of informational materials and how to use them
2. Basic presentation skills
3. Departmental standard operating procedures for giving fire station tours
4. Presentations
5. Prepared materials

C. Preparing Preincident Surveys

1. Sources of water supply for fire protection
2. Fundamentals of fire suppression and detection systems

3. Common symbols used in diagramming construction features, utilities, hazards, and fire protection systems

4. Departmental requirements for a preincident survey and form completion

5. Importance of accurate diagrams

6. Components of fire suppression and detection systems

7. Sketch the site, buildings, and special features

8. Hazards and special considerations to include in the preincident sketch

9. Complete all related departmental forms

D. Maintaining Power Equipment

1. Manufacturer and departmental guidelines for maintaining equipment and its documentation

2. Types of cleaning methods

3. Correct use of cleaning solvents

4. Problem-reporting practices

5. Correct tools

6. Guidelines

7. Operate power plants, power tools, and lighting equipment

8. Complete recording and reporting procedures

E. Performing Annual Hose Service Test

1. Procedure for safely conducting hose service testing

2. Indicators that may require a hose to be removed from service

3. Recording procedures for hose test results

4. Operate hose testing equipment and nozzles

5. Record results

Course Lab/Activity Content

I. Extinguishing an ignitable liquid fire

A. Demonstrate various foam application techniques.

B. Approach and retreat from spills as part of a coordinated team.

II. Controlling a Flammable Gas Cylinder Fire

A. Identify safe havens before approaching flammable gas cylinder fires.

B. Apply various techniques for water application

C. Operate control valves

III. Coordinating an Interior Attack Line

A. 1 ½ -, 1 ¾-, or 2 ½- inch hand line

IV. Apply search and rescue and ventilation procedures

- a. Vent
- b. Enter
- c. Isolate
- d. Search

V. Rescue Operations

A. Vehicle Extrication

1. Safety procedures when using various types of extrication equipment
2. Operate hand and power tools used for forcible entry and rescue as designed
3. Use stabilization tools and equipment
4. Choose and apply appropriate techniques for moving or removing vehicle roofs, doors, seats, windshields, windows, steering wheels or columns, and the dashboard.

VI. Maintaining Power Equipment

A. Operate power plants, power tools, and lighting equipment

VII. Performing Annual Hose Service Test

A. Operate hose testing equipment and nozzles

B. Recording procedures for hose test results

Objectives

1. 1. Identify different levels in the firefighter certification track, the courses and requirements for certification and capstone testing process. 2. Describe the roles and responsibilities of the firefighter II. 3. Determine the need for command. 4. Develop and coordinate activities using the incident management system until command is transferred. 5. Complete a basic incident report. 6. Outline procedure and process for extinguishing an ignitable liquid fire. 7. Outline procedure and process for extinguishing a flammable gas cylinder fire. 8. Summarize how to coordinate an interior attack line for attic, grade level, and upper level and basement fires. 9. Outline steps necessary for protecting evidence of fire cause and origin. 10. Describe and discuss how to stabilize a vehicle and extricate victims trapped in motor vehicle. 11. Generalize and describe the steps necessary to assist in a rope, trench, confined space, structural collapse, water and ice, wilderness and industrial machinery rescue or accident. 12. Outline procedure for performing a fire safety survey in a private dwelling. 13. Reframe how to present fire safety information to the public. 14. Discuss how to maintain power equipment. 15. Outline the steps for performing annual hose service testing.
2. 1. Demonstrate how to extinguish an ignitable liquid fire. 2. Demonstrate how to extinguish a flammable gas cylinder fire. 3. Demonstrate how to coordinate an interior attack line for attic, grade level, upper level and basement fires. 4. Apply and demonstrate vehicle stabilization and extrication techniques. 5. Demonstrate how to maintain power equipment. 6. Demonstrate how to perform annual hose service testing.

Student Learning Outcomes

1. Upon completion of this course, students should be able to describe the roles and responsibilities of the firefighter II.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of this course, students should be able to demonstrate various foam applications for extinguishing an ignitable liquid fire.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
3. Upon completion of this course, students should be able to describe different suppression approaches and practices for various types of fires.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Reading Assignments

Complete the required FFII chapter reading material.

Read State Fire Training skill sheet on donning Personal Protective clothing.

Other Assignments

Given a simulated fire scenario, students will be able to determine where to best place a ladder for rescuing a person from a 2nd story window.

Given two pieces of unequal diameters of rope, the student will demonstrate how best to tie the two ropes together.

Methods of Evaluation

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

Course Materials

Textbooks:

1. National Fire Protection Agency (NFPA) and International Assoc. of Fire Chiefs (IAFC). *Fundamentals of Fire Fighter Skills*, 4th ed. Jones and Bartlett, 2019, ISBN: 978128451336
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: NURS 4
Full Course Title: Nursing 4
Short Title: Med-Surg Nursing 3
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 6.5
Total class hours: 351.0
 Total contact hours in class: 243.0
 Lecture hours: 54.0
 Lab hours: 189.0
 Hours outside of class: 108.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Nursing (Masters Required)
-

Course Description

The course introduces concepts related to patients with hematologic, immunologic, burns, infective, and cancerous processes and diseases. The topics of Leadership and Management, Delegation, Quality and Safety, Time Management, Conflict Resolution, Organization Structure and Change, Legal and Ethical issues, and Role Transition are content focuses. The scope of practice of the registered nurse as defined by the California Business and Professions Code is discussed along with an outlook on the future of nursing and nursing practice.

Conditions of Enrollment

Satisfactory completion of: NURS 3

Content

Course Lecture Content

1. Theory introduces concepts related to patients with hematologic, immunologic, burns, infective, and cancerous processes and diseases related to adult and geriatric patient.
2. The topics of Leadership and Management, Delegation, Quality and Safety, Time Management, Conflict Resolution, Organization Structure and Change, Legal and Ethical issues, and Role Transition are content focuses.
3. The course provides the student with the means to examine processes, policies, procedures, and philosophies of their assigned facilities, along with evaluation of physical assessments, IV therapeutics, diagnostics, care planning, and the global management for a group of patients, allowing graduates the knowledge to apply for entry level registered

- nursing positions.
4. The scope of practice of the registered nurse as defined by the California Business and Professions Code is discussed along with an outlook on the future of nursing and nursing practice.
 5. This course is intended to facilitate the transitional process from student nurse to beginning graduate nurse by providing an individualized, concentrated clinical experience in an acute care setting.

Course Lab/Activity Content

Application of the course objectives and content in the hospital setting.

Objectives

1. Provide competent care to adult and geriatric patients with hematologic, immunologic, burns, infective, and cancerous processes and diseases. ****Requires Critical Thinking****
 2. Effectively communicate and collaborate with the multidisciplinary team including patients and their families. ****Requires Critical Thinking****
 3. Integrate the topics of Leadership and Management, Delegation, Quality and Safety, Time Management, Conflict Resolution, Organization Structure and Change, Legal and Ethical issues, and Role Transition into their nursing practice. ****Requires Critical Thinking****
 4. Associate processes, policies, procedures, and philosophies of their assigned facilities, along with evaluation of physical assessments, IV therapeutics, diagnostics, care planning, and the global management for a group of patients. ****Requires Critical Thinking****
 5. Develop, implement and evaluate processes related to care, utilizing evidence-based research. ****Requires Critical Thinking****
 6. Consider the scope of practice of a registered nurse as defined by the California Business and Professions Code as evidenced by the deliverance of safe and competent care. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of course, students will be able to communicate to the multidisciplinary team using SBAR format to improve the quality and safety in caring for patients.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 2. Upon completion of this course students will analyze data/information using evidence based practice when addressing and evaluating problems to deliver safe care and communicate effectively.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 3. Students will apply and interpret the purpose of scientific inquiry and the application of basic scientific principles as evidenced by successful completion of preceptorship.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- **Laboratory**
Clinical rotations
 - **Lecture/Discussion**
theory from 0830-1130 on Wednesdays
-

Assignments

Reading Assignments

Complete SBAR on most critical patient each week.

Writing Assignments

Using the SBAR report, students will incorporate answers to the following questions about their patient in their **verbal** report to instructor:

Clinical Reasoning Questions:

1. What is the current medical problem the patient is experiencing?
2. What body system(s) did you focus on based on your patient's current problem?
3. What is your primary nursing priority right now as you render care? What will the MD and the incoming RN need to know about the patient's condition before assuming care?
4. What top two interventions will you initiate based on this priority?
5. What is the worst possible complication to anticipate?
6. What do you recommend be done for the patient to assure that the patient is kept safe?
7. What are you worried about with this patient? Why – what data supports your concern? Do you still think there is something wrong even if the data does not reveal a problem? What action can you take based on your concern?
8. What did the priority turn out to be at the end of the clinical? Was it the same or different as your ideas at the beginning of the shift?

Methods of Evaluation

- Essay/Paper
 - Exams
 - Homework
 - Laboratory Assignments
 - Oral Tests/Class Performance
 - Participation
 - Quizzes
 - Other
- Preceptor evaluation

Course Materials

Textbooks:

1. ATI. *Leadership and Management*, ATI, 2016, ISBN: 978-1-56533-568-4
Equivalent text is acceptable
2. Ignatavicius, Donna, et al.. *Medical Surgical Nursing*, 9th ed. Saunders, 2017, ISBN: 978-0323444194
Equivalent text is acceptable

Software:

1. *Leadership*. ATI, current ed. Students purchase ATI software when they enter the program and used throughout.

Other:

1. Course Syllabus & Preceptor orientation materials

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: SOCIL 30
Full Course Title: Sociology of Aging
Short Title: Sociology of Aging
TOP Code: 2208.00 - Sociology
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

- Sociology (Masters Required) **Or**
 - Gerontology (Masters Required)
-

Course Description

A life course perspective on social, economic and psychological factors related to aging and the changing place of the aged in contemporary society. Topics include current controversies (e.g., "entitlement" programs), the social and cultural construction of the aged, social policies around aging, health and long-term care of the aged, employment and retirement issues, community social services, and social inequality.

Conditions of Enrollment

Advisories

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

Content

Course Lecture Content

I. Introduction to the Aging Experience

A. Demographics

B. Ageism: Aging through the Ages

- C. Aging and Identity
- D. Cultural and Generational Considerations
- 2. The Aging Body
 - A. Biological Theories
 - B. Homeostasis
 - C. Stress Changes in Body Systems and Physical Functioning
 - D. Sensory Aging
 - E. Does Age-Dependent Illness Exist?
 - F. Iatrogenesis and Compression of Morbidity
- 3. The Aging Mind & Sexuality in Older Adulthood
 - A. Changes in Memory
 - B. Theories of Cognitive Aging
 - C. Personality
 - D. Older Adult Learning
 - E. Human Sexuality and Challenges in Older Adulthood
- 4. Alterations in Thought Processes
 - A. Delirium, Dementia, Pseudo-dementia
 - B. Bio-medicalization of Dementia
 - C. Theoretical Approaches to Dementia
- 5. A Good Death
 - A. Death Ideologies, Anxieties and Rituals
 - B. The Dying Process
 - C. Care of the Dying: The Hospice Approach, Normal Grief, Abnormal Grief
 - D. Widowhood Processes
- 6. Retirement, Older Adults and Work
 - A. New Views of Retirement: Quality of Life and Human Dignity
 - B. Successful Aging
- 7. Interpersonal Relationships and Family Caregiving
 - A. Model of Learned Dependency
 - B. Resilience: Family Support, Social Support, Intergenerational Issues, and Cultural Considerations
 - C. Grandparents Raising Grandchildren
 - D. Ineffective Family Coping and Respite Services

8. Theories of Aging

- A. Activity, Disengagement, Continuity Theories
- B. Environments and Aging: The Environmental Docility Hypothesis
- C. Aging in Place: Romanticism vs. Meaningful Paradigm
- D. Macroenvironments and the Microenvironment

9. Living with Frailty and Illness

- A. Long-term Care
- B. Significance of Frailty, Acute and Chronic Illness
- C. Changing Roles, Rights to Self-Determination, Living Arrangements
- D. Long-term Healthcare Options and Issues

10. Creativity and Meaning in Later Life

- A. Reconstruction vs. Recall Theories
- B. Reminiscence and Life Review

11. Mental Health Problems and Vulnerabilities of Older People

- A. Depressive and Anxiety Disorders
- B. Suicide, Abuse, Self-neglect, Substance Abuse, and Crime

12. Life Strength and Coping Life-Span Perspective to Mental Health

- A. Socioemotional Selectivity Theory
- B. Selective Optimization with Compensation (SOC) Model
- C. Life Strength Assessment

Objectives

1. Demonstrate an understanding of personal and societal values and aging.
2. Differentiate myth and reality of aging.
3. Demonstrate knowledge of the major concepts, the history, current issues, the process, and the changes in aging. ****Requires Critical Thinking****
4. Demonstrate an understanding of the dynamics of aging and apply this understanding to the students' personal and public lives.

Student Learning Outcomes

1. Global Awareness--Upon completion of this course, students will demonstrate a cross-cultural understanding of aging.
 - **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.
 - 2. Aging and Social Inequality--Upon completion of this course, students will be able to use social theories and multi-disciplinary perspectives to explain diverse patterns and inequalities in individual and population aging and their consequences for individuals, families, communities, and societies
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 - 3. The Life Course Perspective--Upon completion of this course, students will be able to articulate and apply the key concepts of the life course perspective on aging
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
-

Methods of Instruction

- **Lecture/Discussion**

A typical class meeting would include an introductory lecture on a key topic, such as the changing meaning of "old age". This would be followed by a short free-writing exercise, to get students individually to clarify their thinking on a question related to the changing definition of "old age"--e.g., do you feel the retirement age should be raised? Why or why not? This free-write would be followed by small group (n=4) discussions of the writing prompt, which would ultimately be followed by a full class discussion of the topic, comparing the different conversations each small group had.

- **Service Learning**

Careers in gerontology almost always involve working one on one with senior citizens, and there are a variety of techniques and issues that students need to be aware of. Meanwhile, many facilities serving the aged have unmet need for volunteers. These two needs can be simultaneously met by requiring students to volunteer at senior facilities, gain experience in working one on one with seniors, and to reflect on what they learned by doing so.

- **Other**

Field trips, guest speakers, site visits, videos

Distance Education

Delivery Methods

- Online
 - Broadcast Education
-

Assignments

Reading Assignments

First, read the section on "successful aging" in our textbook. Next, read the essay, posted on our class website, entitled, "Critical Perspectives on Successful Aging" by Stephen Katz. Then, write a short (1-2 page essay) that answers the following question: What does it mean to "age successfully" according to gerontologists, and what are at least two reasons Katz gives for questioning the value of the concept of "successful aging"?

Writing Assignments

What is your strategy for aging successfully? According to the book, successful agers seem to pursue certain common strategies that distinguish them from others who do not age as successfully. Please write a 2-3 page essay that identifies these common strategies, and then explains your personal views on successful aging, and how you hope/plan to age successfully in the future. Please be specific. For example, if volunteering the community one of the strategies you discuss, what kind of volunteering do you see yourself doing and why?

Other Assignments

First, identify two adults, over the age of 70, who you feel are "aging successfully" according to how that concept is described in our course material. Second, secure informed consent from these individuals to be interviewed. Third, conduct an interview, using open-ended questions, designed to elicit your subjects' approach to "successful aging". Third, write a 5-7 paged paper (double-spaced, one-inch margins) that: 1. Explains the concept of successful aging; 2. Introduces your interview subjects, and why you felt they fit the definition of successful agers; 3. Provides a list of the open-ended questions you posed to your subjects; 4. Presents a synopsis of the subjects' respective answers to your questions, making use of at least three direct quotes from each subject; and 5. Presents your analysis of their answers, including your conjectures/hypotheses about why your subjects have similar and/or different ideas about how to age successfully.

Methods of Evaluation

- **Assignments**
- **Attendance**
- **Class Performance**
- **Essay Tests**
- **Essay/Paper**
- **Exams**
- **Homework**
- **Objective Tests**
- **Participation**
- **Performance Exams**
- **Quizzes**
- **Research Project**
- **Other**

Service learning assignments will be a key component of the course, especially when taught live, rather than online.

Course Materials

Textbooks:

1. Moody, Harry R. and Sasser, Jennifer R. . *Aging: Concepts and Controversies*, 9th ed. Sage Publications, 2017, ISBN: 978-1506328003
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: VETT 12

Full Course Title: Intro To Veterinary Medical Math

Short Title: Vet Med Math

TOP Code: 0102.10 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant*

Effective Term: Spring 2016

Course Standards

Course Type: Credit - Degree Applicable

Units: 2.0

Total class hours: 108.0

Total contact hours in class: 36.0

Lecture hours: 36.0

Hours outside of class: 72.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Veterinary Technology
-

Course Description

Applied mathematics as a fundamental communication and technical skill. Review of calculations involving decimals, ratios, fractions and unit conversions as utilized in medical practice for dosage determinations, administration of drugs, prescriptions and intravenous fluid infusion. Course includes analysis of written word problems and real-world case scenarios relevant to veterinary medical practice.

Conditions of Enrollment

Advisories

- **Computer Literacy - recommended basic computer skills**
Course material delivered via online format.
 - **Language - recommended eligibility for English 1A**
Basic skills in English Language recommended
 - **Mathematics - recommended eligibility for Math 52**
Basic skills in Mathematics recommended
-

Content

Course Lecture Content

1. Introduction and Assessment
 - a. Roman Numerals

- b. Fractions
 - c. Decimals
 - d. Ratio & Proportion
 - e. Percentages
 - 2. Mathematical Systems
 - a. Metric System
 - b. Apothecary System
 - c. Household System
 - d. Converting between Systems
 - e. Additional Useful Conversions for Medication
 - 3. Medication Procedures
 - a. Records & Distribution Systems
 - b. Reading Labels
 - c. Calculations
 - i. Ratio & Proportion
 - ii. Formulas
 - 4. Dimensional Analysis
 - a. Oral Medications
 - b. Parenteral Medications
 - c. Reconstitution of Solutions
 - d. Insulin
 - 5. Intravenous Solutions
 - a. Calculations
 - b. Heparin
 - c. Critical Care
 - d. Dosage by weight
 - 6. Review and Assessment
-

Objectives

1. Demonstrate an understanding of mathematical concepts applicable in medical practice. ****Requires Critical Thinking****
 2. Demonstrate the ability to manipulate Roman numerals, fractions, decimals, ratio-proportion and percentages. ****Requires Critical Thinking****
 3. Demonstrate the ability to accurately use and convert between metric, household and apothecary systems. ****Requires Critical Thinking****
 4. Describe appropriate methods of medication administration. ****Requires Critical Thinking****
 5. Demonstrate the ability to read medical labels correctly.
 6. Demonstrate the ability to accurately read and interpret medication orders and administration records. ****Requires Critical Thinking****
 7. Perform dosage calculations using ratio-proportion, dimensional analysis and formula methods. ****Requires Critical Thinking****
 8. Accurately perform calculations for administration of oral, parenteral and insulin medications. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate competence in the analysis and evaluation of word problems as they relate to the computation of drug dosages.

2. Upon completion of this course, students will apply scientific awareness of species-specific needs when calculating drug dosages.
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Methods of Instruction

- Lecture/Discussion
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Writing Assignments

Other Assignments

Reading Assignments in and/or out of classroom: Students will complete weekly posted reading assignments from required textbook and linked websites/documents found within the course.

Writing Assignments in and/or out of classroom: Students will post their responses to weekly topic within the Discussion Folder as assigned as well as complete the assigned mathematical calculations/word problems.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Bill, Robert. *Medical Mathematics and Dosage Calculations for Veterinary Technicians*, 3rd ed. Wiley Blackwell, 2019, ISBN: 978-1118835296

Other:

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