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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MATH 21
Full Course Title: Plane Trigonometry
Short Title: Plane Trig
TOP Code: 1701.00 - Mathematics, General
Effective Term: Spring 2015

Course Standards

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

Minimum Qualifications for Instructors

- Mathematics (Masters Required)
-

Course Description

The study of trigonometric functions, their inverses and their graphs, identities and proofs related to trigonometric expressions, trigonometric equations, solving right triangles, solving triangles using the Law of Cosines and the Law of Sines, polar coordinates, and introduction to vectors.

Conditions of Enrollment

Satisfactory completion of: MATH 52 or MATH 52B or MATH 59 or Placement based on multiple measures. or

Advisories

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

Course Lecture Content

- a. Rectangular coordinates, angles and circular/radian measure
- b. Definitions of the six trigonometric functions according to the right triangle, the unit circle, and the rectangular coordinate system
- c. Applications of the right triangle
- d. Simplification of trigonometric expressions
- e. Proofs of trigonometric identities

- f. Graphs of trigonometric functions: period, amplitude, phase shift, asymptotes
 - g. Inverse trigonometric functions and their graphs
 - h. Trigonometric equations
 - i. Solving Triangles: Law of Sines and Law of Cosines
 - j. Polar coordinates and equations
 - k. DeMoivre's Theorem and applications
 - l. Introduction to vectors
-

Objectives

1. Identify special triangles and their related angle and side measures
 2. Evaluate the trigonometric function of an angle in degree and radian measure
 3. Manipulate and simplify a trigonometric expression
 4. Solve trigonometric equations, triangles, and applications ****Requires Critical Thinking****
 5. Graph the basic trigonometric functions and apply changes in period, phase and amplitude to generate new graphs
 6. Evaluate and graph inverse trigonometric functions
 7. Prove trigonometric identities
 8. Convert between polar and rectangular coordinates and equations
 9. Graph polar equations
 10. Calculate powers and roots of complex numbers using DeMoivre's Theorem
 11. Represent a vector (a quantity with magnitude and direction) in the form $\langle a, b \rangle$ and $a_i + b_j$
-

Student Learning Outcomes

1. Upon completion of this course, students will be able to graph and analyze graph of a trig function.
 - **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 be able to solve a trig equation.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students will be able to solve an application problem involving right triangle.
 - **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.
4. Upon completion of this course, students will be able to prove an identity.
 - **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.
 - 5. Upon completion of this course, students will be able to find the value of a trigonometric function of an unknown angle given the value of a different trigonometric function of that angle.
 - **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**
 - **Other**
May include group work
-

Distance Education

Delivery Methods

- Online
 - Broadcast Education
-

Assignments

Reading Assignments

-Complete the Unit Circle.

Writing Assignments

Section 1.1#1-61 odds

Other Assignments

Methods of Evaluation

- **Exams**
 - **Homework**
 - **Quizzes**
 - **Other**
May include group work assigned to students in/outside of the class.
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Course Materials

Textbooks:

1. McKeague. *Trigonometry*, 8th ed. Cengage, 2015, ISBN: 9781305652224
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MCOMM 3
Full Course Title: Exploring American Television
Short Title: Explore American TV
TOP Code: -
Effective Term:

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

- Mass Communication (Masters Required)
-

Course Description

Students explore new trends in television production and distribution in American TV, potential genres include situation comedy, crime drama, western, legal drama, sci-fi, medical drama and reality TV. Content will be analyzed from a variety of perspectives including social, cultural, political, historical, and economic to explore how television impacts culture and the individual.

Content

Course Lecture Content

1. Course Introduction
 - Learning management system (LMS) overview
 - Avoiding procrastination
 - Tips for student success
2. Survey of Broadcast Television
 - Early connection to radio
 - Networks and affiliates
 - Regulatory role of Federal Communications Commission
 - Cable and satellite television
 - New distribution platforms (examples: YouTube, Netflix, Vimeo, HULU)
3. Television Production
 - Live action vs. animated content
 - Aesthetic considerations in visual transitions
 - Single vs. multi-camera production
4. Genres

- Sitcom
- Crime Drama
- Reality
- Legal Drama
- Science Fiction
- Medical Drama
- Western
- 5. Mass Media Effects
 - TV violence
 - Stereotyping in television
 - Content rating systems
- 6. Advertising
 - Importance of target audience (demographics)
 - Ethical concerns
 - Oversight by Federal Trade Commission

Objectives

1. Describe the economic structure of television broadcasting in the United States.
2. Categorize a TV series into a genre based on the characteristics including its format, characters, length and plot structure. ****Requires Critical Thinking****
3. Describe how new technologies are changing the methods that television programming is produced and distributed to audiences. ****Requires Critical Thinking****
4. Critique the role TV plays in stereotyping. ****Requires Critical Thinking****
5. Analyze the depiction of sexuality and violence in American television programming as it reflects changing social and cultural norms. ****Requires Critical Thinking****
6. Describe the network and affiliate model of television production and distribution used in early television and its current relevance.
7. Analyze ethics as it applies to advertising in American television. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will describe both the technology and art of television production.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of this course, students will analyze the history of television and use that analysis to attempt to predict the future of the industry.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
3. Upon completion of this course, students will evaluate the role of government regulations and ethics in the television industry.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

- **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
-

Methods of Instruction

- **Lecture/Discussion**

Methods of instruction include video lessons, online discussions, homework and television presentations.

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Read a provided case study and script for a TV commercial where "false advertising" was employed. Using lecture materials from the course, describe in 400 words how false advertising claims were made.

Writing Assignments

View two accounts of the same news event from different TV news outlets. In writing, compare and contrast the coverage. Discuss your assessment of the reasons for coverage differences. Write a minimum of 400 words.

Other Assignments

Using the hypothetical web series "pilot" presented in lecture, develop a marketing presentation describing how you would "release" this series. Include the following criteria: release schedule, social media promotional campaign, YouTube Channel monetization methods, and additional marketing methods.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Mark A. Robinson . *Sitcommentary: Television Comedies That Changed America*, 1st ed. Rowman & Littlefield , 2019, ISBN: 978-1538114193
Equivalent text is acceptable
 2. Janet Wasko and Eileen R. Meehan. *A Companion to Television*, 2nd ed. Wiley-Blackwell, 2020, ISBN: 978-1405100946
Equivalent text is acceptable
 3. Harry Castleman and Walter J. Podrazik. *Watching TV: Eight Decades of American Television*, 3rd ed. Syracuse University Press, 2016, ISBN: 978-0815634386
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 4
Full Course Title: Introduction to Agricultural Business
Short Title: Agbus
TOP Code: -
Effective Term:

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 **Or**
 - Agriculture (Masters Required) **Or**
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Course Description

Provides a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process.

Content

Course Lecture Content

1. The role and organization of the Agribusiness
 - a. Agribusiness's place in California, United States, and the global economy
 - b. Types of agribusiness
 - c. The Organization of an agribusiness
 - d. Types of business structure
 - e. Managing the agribusiness
2. Management
 - a. Planning
 - b. Leading
 - c. Organizing
 - d. Controlling
3. Managerial Problem Solving in Agriculture

- a. Diagnosis of the situation
 - b. Generating alternative
 - c. Evaluating alternatives
 - d. Selecting the best alternative
 - e. Implementing the alternative
 - f. Evaluation of results
 4. Financial Management and Control of Agribusiness
 - a. General business economics
 - b. Overview of financial statements
 5. Human Resource Management
 - a. The role of the agriculture manager
 - b. Agriculture employee motivation
 - c. Teams and teambuilding
 - d. Labor relations
 6. Business Law and Ethics in Agriculture
 - a. Agriculture values
 - b. Agriculture business ethics
 - c. Personal values
 - d. Ag Law and the regulatory environment
-

Objectives

1. Explain how economic principles relate to agriculture business management.
 2. Recognize and describe agricultural business organizational structures including; sole proprietorships, partnerships, corporations, franchises, and cooperatives. Identify and explain the four functions of management and how they relate to the agribusiness organization. ****Requires Critical Thinking****
 3. Develop an awareness of the basic laws, regulations, and regulatory agencies that interact with the agriculture community.
 4. Describe various styles of leadership.
 5. Identify the role of the agricultural manager.
 6. Recognize, evaluate, and propose solutions to problems in personnel, ethics and communication. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will be able to explain how general economics affect all sectors of agriculture business from the producer all the way to the consumer.
 - **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 describe the basic laws and regulations that apply to an agriculture business as it relates to the business and the environment in which it is operating.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

- **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
3. Upon completion of this course, students will be able to recognize, evaluate, and propose solutions to problems in agricultural business management and leadership.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

- **Lecture/Discussion**
Instructor will lecture according to the course outline.

Distance Education

Delivery Methods

- Online

Assignments

Reading Assignments

Please read the following article on decreasing farm profits and be prepared to discuss. This will repeat through the semester.

Writing Assignments

Business Plan Development

Students will choose an enterprise of their choice and develop a written business plan meant for implementation. The plan will be a minimum of 3 pages, no more than 5 and will include a title page that does not count toward the page count. Please use APA format to cite sources when used. If using the internet, use reputable sources (.edu, .gov and some .org). The written business plan should include the following at a minimum, please address each item in detail and be creative:

1. Vision Statement, Goals and Objectives
 - a. What do you want for your business?
2. General Business Overview
 - a. Brief description of industry with present outlook and future possibilities.
3. Management and Organization
 - a. How the business functions on an ongoing basis.
4. Competitor Analysis
 - a. Determine strengths and weaknesses of your competitors.
5. Financial Needs

- a. Capital needed for startup and ongoing expenses, projected profits, etc.
 - b. Create a budget
 6. Marketing Plan
 - a. How will you position your business for success?
 7. 5 year Plan
 - a. Where do you see your business?
 - b. What adjustments will you need to make/prepare for?
-

Methods of Evaluation

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

Course Materials

Textbooks:

1. Beierlein, Schneeberger, Osburn. *Principles of Agribusiness Management*, Fifth ed. Waveland Press, 2013, ISBN: 978-1478605669
Equivalent text is acceptable
 2. Barnard, Akridge, Dooley, Foltz, Yeager. *Agribusiness Management*, 5th ed. Routledge, 2016, ISBN: 9781138891937
Equivalent text is acceptable
 3. Dess. *Strategic Management*, 8th ed. McGraw Hill, 2016, ISBN: 9781259278211
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 65

Full Course Title: Introduction to Agriculture Technology

Short Title: Ag Tech

TOP Code: -

Effective Term:

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 Production **Or**
 - Agricultural Business and Related Services **Or**
 - Agriculture (Masters Required)
-

Course Description

An analysis of current and trending technologies and basic trades used in agriculture industry today. Emphasis on basic mechanical skills, basic electricity, instrumentation, automation, welding, machining, process improvement, basic drafting, construction and safety management. All the while investigating and applying a proactive approach to adapting, project planning and thinking critically.

Content

Course Lecture Content

1. What is Agriculture Technology?
 - a. Past, present, future
 - b. Application
2. Basic Mechanics
 - a. Engine types
 - b. Hydraulics and pneumatics
 - c. Tools
3. Basic Construction
 - a. Structure types and uses
 - b. Design
 - c. Basic plumbing
 - d. Concrete and masonry
 - e. Tools

4. Basic Electricity
 - a. How does it work
 - b. Types and uses
 - c. Wiring materials
 5. Welding
 - a. Equipment
 - b. Types and uses
 - c. Safety
 6. Manufacturing
 - a. Process types
 - b. Sustainable methods
 - c. Process improvement
 7. Instrumentation
 - a. Indications
 - b. Measurements
 - c. Recording
 8. Automation
 - a. In the field
 - b. In the factory
 - c. Maintenance of equipment
 9. Precision Agriculture
 - a. Basic Equipment
 - b. Basic Application
 10. Project Planning
 - a. Teamwork
 - b. Basic Drafting and Design
 - c. Critical Thinking
 11. Agriculture Workplace Safety
 - a. OSHA and it's place
 - b. Safety in the shop
 12. Careers
 - a. Minimum Qualifications
 - b. Industry vs Private Sector
-

Objectives

1. Understand how the technology of agriculture past has gotten us to the technology of today. ****Requires Critical Thinking****
 2. Identify the difference between engine types, basic hydraulic systems and the tools used to maintain them.
 3. Demonstrate knowledge of basic construction tools and methods and their application to the field.
 4. Understand the basic types of electricity, their uses and application to agriculture machines and equipment.
 5. Demonstrate collaboration through research of process improvement as it applies to manufacturing processes within agriculture. ****Requires Critical Thinking****
 6. Discuss the importance of OSHA in the workplace as a guide and standard.
-

Student Learning Outcomes

1. Upon completion of this course, students will be able to understand and discuss the greater impact of agriculture technology on the industry as it stands today and in the future.

- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
2. Upon completion of this course, students will be able to describe the basic operation and maintenance of agriculture structures, equipment and machinery as well as the tools utilized to carry out these functions.
- **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.
 - **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 identify potential careers of interest within this sector of agriculture.
- **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
-

Methods of Instruction

- **Lecture/Discussion**

Instructor will lecture according to course outline.

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Please read the following OSHA article on "Hand and Power Tool Safety" and be prepared to discuss.

Other Assignments

In groups of 4-6, students will be required to research a current manufacturing process that exists in the agriculture industry today. As a group they must come up with a logical method to improve this process. This will be an opportunity to brainstorm as a group and come up with a new idea. This assignment will simulate a real world research and development project that could be assigned in their future career.

The students will have their choice of presenting their work, either in the form of a collaborative research paper, a collaborative power point presentation or a collaborative webinar/web conference that is shared with the class.

Through the course of the project, students will be required to show participation in the project by contributing to a group discussion board as well as providing their own project summary for submission and grading.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Herren. *Ag Mechanics Fundamentals and Application*, 7th ed. Cengage Learning, 2018, ISBN: 9781285058955
Equivalent text is acceptable
 2. Hancock. *Agricultural Mechanics and Technology Systems*, 1st ed. Goodheart-Wilcox, 2016, ISBN: 9781631262555
Equivalent text is acceptable
 3. Friis. *Occupational Health and Safety for the 21st Century*, 16th ed. Jones and Bartlett, 2016, ISBN: 9781284046038
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: AG 70
Full Course Title: Precision Farming Systems
Short Title: Precision Farming
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Not Degree Applicable
Units: 3.0
Total class hours: 162.0
Total contact hours in class: 54.0
Lecture hours: 54.0
Hours outside of class: 108.0
Repeatable: No
Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

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

Course Description

Provides a background in the tools of precision farming, including: GPS, GIS, VRT, precision planters, yield monitoring, robotics and drones and their use on modern farms. Previews basic functions and provides practical experience with hands on computer activities in several disciplines. Data management and evaluation will also be covered. Basic drone maneuvers will be covered utilizing simulator software.

Content

Course Lecture Content

1. Introduction
 - a. What is precision agriculture
 - b. Uses and applications
 - c. Understanding variability
2. Global Positioning System (GPS)
 - a. Basic function
 - b. Implementation
3. Geographic Information Systems (GIS)
 - a. Basic function
 - b. Uses and application
 - c. Airborne vs. satellite
4. Yield Monitoring and Field Mapping
 - a. Evolution of sensors

- b. Remote vs. proximal
 - c. Future trends
 - 5. Soil and Pest Management
 - a. Soil monitoring methods
 - b. Pest monitoring methods
 - c. Monitoring and management challenges
 - 6. Precision Equipment
 - a. Variable rate technology
 - b. Controlled tillage
 - c. Site specific treatments
 - d. Software/hardware options
 - 7. Precision Data
 - a. Gathering
 - b. Interpretation
 - c. Informed decision making
 - 8. Environmental impact and Economics of Precision Agriculture
 - a. Adoption of the technology
 - b. Financial impacts
 - c. Environmental sustainability
 - 9. Unmanned Aerial Systems (UAS aka Drones)
 - a. Equipment
 - b. Training and certification
 - c. Imagery applications
-

Objectives

1. Identify the differences between conventional agriculture and precision agriculture.
 2. Explain how GPS and GIS are utilized in field monitoring and mapping.
 3. Describe the importance of consistent and constant management of soil nutrients, pests and weeds.
 4. Understand how precision equipment gathers, analyzes and interprets precision data in “real world” farming operations. ****Requires Critical Thinking****
 5. Demonstrate basic maneuvers with drone simulator software.
 6. Discuss importance of aerial imagery, regardless of collection method, to precision agriculture.
****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will be able to identify the use and application of precision agriculture to current agriculture methods.
 - **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.
 - **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, students will be able to illustrate how aerial imagery, mapping and monitoring can increase the available information for farm management purposes.
 - **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.
 - **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 will be able to discuss the various types of equipment utilized in precision agriculture and describe their respective applications.
 - **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.
-

Methods of Instruction

- **Lecture/Discussion**
Instructor will lecture according to the course outline.
-

Distance Education

Delivery Methods

- Online
-

Assignments

Reading Assignments

Please read chapter one in "Precision Farming from the Sky" and be prepared to discuss.

Writing Assignments

Article Review

Students will choose a journal article from a reputable source (print or .edu, .gov online) that relates to unmanned aerial vehicle (drone) usage in precision agriculture. They will read the article and answer the following questions:

1. Identify the article, author and location acquired.
2. Summarize the article in 4-6 sentences.
3. Highlight a few facts and positive aspects of the article in 4-6 sentences.
4. Evaluate how the author's findings compare with what you have learned about drone use in precision agriculture in 4-6 sentences.
5. Conclude with your final thoughts and opinions of the subject matter in 4-6 sentences.

Students will use their own words and quoting the author should be kept to a bare minimum. This is individual

work.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Shannon, Clay, Kitchen. *Precision Agriculture Basics*, 1st ed. American Society of Agronomy, 2018, ISBN: 9780891183662
Equivalent text is acceptable
2. Jupp. *Precision Farming from Above*, 1st ed. Writing Matters, 2018, ISBN: 9781912774074
Equivalent text is acceptable
3. Stafford. *Precision Agriculture for Sustainability*, 1st ed. Burleigh-Dodds, 2019, ISBN: 9781786762047
Equivalent text is acceptable

Other:

1. Students will be utilizing drone simulator software purchased with CTE Pathways grant funding and/or Perkins grant funding.
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: ENGL 1B

Full Course Title: Critical Thinking and 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: 4.0

Total class hours: 216.0

Total contact hours in class: 54.0

Lecture hours: 72.0

Hours outside of class: 144.0

Repeatable: No

Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- English (Masters Required)
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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 1E or ENGL 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. ****Requires Critical Thinking****
4. Identify unstated premises and assumptions arising from social, historical, moral, cultural, psychological, or aesthetic contexts 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. ****Requires Critical Thinking****
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. ****Requires Critical Thinking****
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. ****Requires Critical Thinking****
 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).
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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.
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Methods of Instruction

- **Lecture/Discussion**

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

- **Other**

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 paragraph:
 - 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
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Course Materials

Textbooks:

1. Meyer. *Bedford Introduction to Literature Reading, Thinking, Writing*, 11th ed. Bedford , 2015, ISBN: 978-1319002183
Equivalent text is acceptable
 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
Equivalent text is acceptable
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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 28R
Full Course Title: Community Jazz Ensemble
Short Title: Comm Jazz Ens
TOP Code: 1004.00 - Music, General
Effective Term: Fall 2019

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
Total contact hours in class: 36.0
Lecture hours: 9.0
Lab hours: 27.0
Hours outside of class: 18.0
Repeatable: Yes (3)
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Music (Masters Required)
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Course Description

This course is for the study, rehearsal, and public performance of jazz ensemble literature, with an emphasis on the development of skills needed to perform within a specialized ensemble. Different literature will be studied each semester. The course is repeatable for credit the maximum times allowable by regulation. Audition required.

Conditions of Enrollment

Audition required. (Students may enroll in the course but may be dropped depending on the result of the audition.)

Content

Course Lecture Content

Students study the performance traditions for the Jazz ensemble. Repertoire for performance is selected that is representative of the best works for the ensemble and which is appropriate for study at the particular lower-division level. General course content includes the following:

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
3. Articulation
 - a. Correct readings of markings
 - b. Techniques of achieving various articulations
 - c. Agreement as a section
 - d. Agreement as an ensemble
4. Expression
 - a. Correct readings of markings

- b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
- 5. Style and performance practices
 - a. Study typical harmonic progressions and chordal structures
 - b. Study and execution of appropriate style for literature in various sub-genres of jazz
 - c. Study and execution of appropriate performance practices for literature in various sub-genres of jazz
- 6. Solo opportunities
 - a. Learn the mechanism of jazz improvisation
 - b. Perform solo improvisation with good tone, rhythmic and timing finesse, expressivity and correct style as opportunity arises
- 7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
- 8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Course Lab/Activity Content

Apply the lecture contents, listed below, to rehearsals and performances as an integral member of the ensemble.

- 1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
- 2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
- 3. Articulation
 - a. Correct readings of markings
 - b. Techniques of achieving various articulations
 - c. Agreement as a section
 - d. Agreement as an ensemble
- 4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
- 5. Style and performance practices
 - a. Study typical harmonic progressions and chordal structures
 - b. Study and execution of appropriate style for literature in various sub-genres of jazz
 - c. Study and execution of appropriate performance practices for literature in various sub-genres of jazz
- 6. Solo opportunities
 - a. Learn the mechanism of jazz improvisation
 - b. Perform solo improvisation with good tone, rhythmic and timing finesse, expressivity and correct style as opportunity arises
- 7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
- 8. Professional standard of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Objectives

- 1. Formulate and evaluate an educated and knowledgeable interpretation of proper musical sound and style of composition as it pertains to an individual musician and to the entire band. ****Requires Critical Thinking****
- 2. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sounds simultaneously. ****Requires Critical Thinking****
- 3. Recognize and demonstrate various Jazz styles and techniques including improvisation on student's instrument. ****Requires Critical Thinking****

4. Play with accurate pitches, rhythms and intonation.
5. Acquire an increased knowledge of Jazz styles, improvisation, evolution of jazz idioms and emulation of jazz performers
6. Adhere to professional level ensemble performance and rehearsal standards of conduct.
7. Play with the articulation, dynamics, phrasing, and expression as directed.
8. Demonstrate appropriate blend, balance and sound within the section and the ensemble. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate technical proficiency and musicality by effectively performing a musical composition as an integral part of the ensemble in a public concert.
 - **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 demonstrate self-discipline, time management skills, and skills in the team work of ensemble music making through practices and performances.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

Methods of Instruction

- **Laboratory**
Students will rehearse in sections and with the entire ensemble.
- **Lecture/Discussion**
The instructor will select the music for the semester, provide background information about the selections and their styles, give specific guidelines for improvements, organize performances, and direct the ensemble in rehearsals and performances.
- **Other**
Guided music performance

Assignments

Other Assignments

Practice measures in the A section to achieve fluency in the following manner.

- Count the beats and figure out the precise rhythm.
- Observe the key signature and figure out the pitches and the appropriate fingering, tonguing, etc.
- Play slowly, keeping the steady beat.
- Observe articulation, dynamic, and other expressive markings.

Methods of Evaluation

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

Course Materials

Other:

1. Jazz repertoire appropriate to the ensemble. Different works will be selected for each semester.

Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 34R
Full Course Title: Concert Choir
Short Title: Concert Choir
TOP Code: 1004.00 - Music, General
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
 Total contact hours in class: 36.0
 Lecture hours: 9.0
 Lab hours: 27.0
 Hours outside of class: 18.0
Repeatable: Yes (3)
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal and public performance of the standard choral literature from various style periods and cultures, with an emphasis on the development of skills needed to perform within a large ensemble. Different literature will be studied each semester. The course is repeatable for credit the maximum times allowable by regulation. Audition required.

Conditions of Enrollment

Audition required. (Students may enroll in the course but may be dropped depending on the result of the audition.)

Content

Course Lecture Content

Students study the performance traditions for the choral ensemble. General course content includes the following:

1. Choral Skills
 - a. Music reading skills
 - b. Vocal production and breathing
 - c. Tuning and intonation
 - d. Rhythmic precision

- e. Articulation
- f. Diction
- 2. Choral Repertoire
 - a. Contrasting styles
 - b. Cultural/historical background of works
 - c. Languages (may include but not limited to English, Latin, Italian, German, French, Spanish and/or others)
 - d. Varied medium
 - i. A cappella
 - ii. Piano accompaniment
 - iii. Other instrumental accompaniment
 - e. Expressive artistry
- 3. Rehearsals and Performances
 - a. Sectional and regular rehearsals
 - b. Social responsibility and team work
 - c. Public performances

Course Lab/Activity Content

Apply lecture contents learned to one's own performance.

Objectives

1. Demonstrate through performance the preparation, rehearsal and synthesis of the assigned choral literature. ****Requires Critical Thinking****
 2. Demonstrate through the choral rehearsal and performance the correct stylistic, technical and aesthetic elements of music.
 3. Develop music reading skills and relate to one's own singing ****Requires Critical Thinking****
 4. Identify problems of vocal techniques and analyze their causes ****Requires Critical Thinking****
 5. Evaluate the student's own singing by developing critical listening skills and comparing to the ensemble. ****Requires Critical Thinking****
 6. Identify the physical sensations involved in singing and synthesize them with the principles studied in class ****Requires Critical Thinking****
 7. Critically evaluate the technical and aesthetic elements of choral performance ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will perform a variety of choral literature in a public concert with technical efficiency and musical expressivity.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
 - Other Performances
-

Assignments

Other Assignments

Practice pp. 1-5, figuring out the correct rhythms and pitches.

Methods of Evaluation

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

Course Materials

Other:

1. Basic choral literature of all style periods as assigned by the instructor. The material changes from semester to semester.
 2. Performance attire.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 554
Full Course Title: Community Chorus
Short Title: Community Chorus
TOP Code: -
Effective Term: Fall 2009

Course Standards

Course Type: Noncredit
Total contact hours in class: 31.0 - 36.0
Lecture hours: 7.0 - 9.0
Lab hours: 24.0 - 27.0

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal and performance of choral literature from various style periods and cultures, with an emphasis on the development of skills needed to perform within an ensemble. Open to all students and members of the community. Different literature will be studied each semester. This is a non-credit course primarily but not exclusively intended for older adults as a lifelong education that provides opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making.

Content

Course Lecture Content

1. Choral Skills
 - a. Music reading skills
 - b. Vocal production and breathing
 - c. Tuning and intonation
 - d. Rhythmic precision
 - e. Diction
 - f. Balance and blend within the ensemble
 - g. Dynamics, articulations, and phrasing
2. Choral Repertoire
 - a. Contrasting styles
 - b. Cultural/historical background of works
 - c. Languages (may include but not limited to English, Latin, Italian, German, French, Spanish and/or others)
 - d. Varied medium
 - i. A cappella
 - ii. Piano accompaniment
 - iii. Other instrumental accompaniment

- e. Expressive artistry
- 3. Rehearsals and Performances
 - a. Sectional and regular rehearsals
 - b. Social responsibility and team work
 - c. Public performances

Course Lab/Activity Content

Application of lecture contents to singing in rehearsals and performances.

Objectives

1. Demonstrate through proper vocalises accurate vowel and consonant production.
 2. Demonstrate through rehearsal and performance basic knowledge of score-reading mechanism.
 3. Demonstrate rhythmic skills through rhythmic reading of assigned literature as well as clapping and syllabic drill
 4. Demonstrate individual abilities to sing a specific voice part (soprano, alto, tenor, bass).
 5. Demonstrate the proper use of the singing voice through specific breathing exercises and vocalises.
 6. Demonstrate melodic skills through a cappella singing of assigned literature.
 7. Demonstrate ability to sing in a foreign language through phonetic and diction drills.
 8. Demonstrate through the choral rehearsal and performance individual sensitivity to balance and blend within a section.
 9. Demonstrate an ability to follow the conductor for various musical cues, including precise attacks and releases, phrasing, tempo adjustments, dynamics, and articulation.
 10. Develop music reading skills and relate to one's own singing. ****Requires Critical Thinking****
 11. Identify problems of vocal techniques and analyze their causes. ****Requires Critical Thinking****
 12. Evaluate the student's own singing by developing critical listening skills and comparing to the ensemble and an aural model. ****Requires Critical Thinking****
 13. Identify the physical sensations involved in singing and synthesize them with the principles studied in class. ****Requires Critical Thinking****
 14. Stimulate the physical, mental, social and emotional well-being through musical activities focusing on creative expression and ensemble team work. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will perform a variety of choral literature in a public concert with technical efficiency and musical expressivity.
 - **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.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
 - Other
- Performances
-

Assignments

Other Assignments

Practice pp. 1-5, figuring out correct pitches and rhythms.

Methods of Evaluation

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

Course Materials

Other:

1. Basic choral literature of all style periods as assigned by the instructor. The material changes from semester to semester.
 2. Performance attire
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 33R
Full Course Title: Chamber Singers
Short Title: Chamber Singers
TOP Code: 1004.00 - Music, General
Effective Term: Fall 2013

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 162.0
 Total contact hours in class: 90.0
 Lecture hours: 36.0
 Lab hours: 54.0
 Hours outside of class: 72.0
Repeatable: Yes (3)
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal, and public performance of literature appropriate to the chamber vocal ensemble, with an emphasis on the development of skills needed to perform within a chamber vocal ensemble. Different literature of sacred and/or secular music from various historical and cultural styles will be studied each semester. The course is repeatable for credit the maximum times allowable by regulation. Audition is required.

Conditions of Enrollment

Audition required. (Students may enroll in the course but may be dropped subject to the audition result.)

Content

Course Lecture Content

Students study the performance traditions for the chamber vocal ensemble. Repertoire for performance is selected that is representative of the best works for the ensemble and which is appropriate for study at the particular lower-division level. General course content includes the following:

1. Music Reading Techniques
 - a. Rhythm reading
 - b. Intervals
 - c. Sight-singing
2. Art of Choral Singing

- a. Vocal production
- b. Breathing Technique
- c. Intonation and blended ensemble sound
- d. Diction
- e. Phrasing, style and expression
- 3. Choral Repertoire (Variety selected from the following.)
 - a. Renaissance
 - b. Baroque
 - c. Classical
 - d. Romantic
 - e. Contemporary
 - f. World Music
 - g. Non-classical (folk, jazz, etc.)
- 4. Rehearsals and Performances
 - a. Individual responsibility toward team-work
 - b. Rehearsal and practice techniques
 - c. Sectional rehearsals and development of leadership
 - d. Professionalism
 - e. Outreach to communities and schools

Course Lab/Activity Content

Apply lecture concepts to own singing and performance.

Objectives

- 1. Learn a part in choral works and sing independently in harmony with other parts in small vocal ensembles.
****Requires Critical Thinking****
 - 2. Interpret, prepare and perform choral literature from various periods, styles and cultures. ****Requires Critical Thinking****
 - 3. Develop music reading skills and relate to one's own singing ****Requires Critical Thinking****
 - 4. Perform choral literature in concerts, music festivals, recitals and class.
 - 5. Perform assigned music from memory.
 - 6. Evaluate the student's own singing by developing critical listening skills and comparing to the ensemble.
****Requires Critical Thinking****
 - 7. Identify problems of vocal techniques and analyze their causes ****Requires Critical Thinking****
 - 8. Identify the physical sensations involved in singing and synthesize them with the principles studied in class ****Requires Critical Thinking****
 - 9. Demonstrate musical professionalism in terms of preparedness, commitment to the ensemble, observance of rehearsal and performance etiquettes, and personal and social responsibility ****Requires Critical Thinking****
-

Student Learning Outcomes

- 1. Upon completion of this course, students will perform the selected literature in public with technical efficiency and musical expressivity.
 - **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.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Sectional rehearsals and performances
-

Assignments

Other Assignments

Practice pp. 1-5 figuring out the correct pitches and rhythms.

Methods of Evaluation

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

Course Materials

Other:

1. Mainstream choral literature of various styles from different style periods and cultures as assigned by the instructor. Different literature will be studied each semester.
 2. Performance attire
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 43R

Full Course Title: Symphonic Band

Short Title: Symphonic Band

TOP Code: 1004.00 - Music, General

Effective Term: Fall 2018

Course Standards

Course Type: Credit - Degree Applicable

Units: 1.0

Total class hours: 108.0

Total contact hours in class: 72.0

Lecture hours: 18.0

Lab hours: 54.0

Hours outside of class: 36.0

Repeatable: Yes (3)

Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal, and public performance of symphonic band literature, with an emphasis on the development of skills needed to perform within an ensemble. Different literature will be studied each semester. The course is repeatable for credit the maximum times allowable by regulation. Audition required.

Conditions of Enrollment

Audition Required (Students may enroll in the course before the audition, but may be dropped based on the audition result).

Content

Course Lecture Content

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble

3. Articulation
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
5. Style and performance practices
 - a. Study and execution of appropriate style for literature from various style periods
 - b. Study and execution of appropriate performance practices for literature from various style periods
6. Solo opportunities
 - a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
 - b. Learn to improvise as necessary
7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
8. Professional standards of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Course Lab/Activity Content

Apply the lecture contents, listed below, to rehearsals and performances as an integral member of the ensemble.

1. Rhythm
 - a. Precise reading of rhythm
 - b. Playing together as a section
 - c. Playing together as an ensemble
 - d. Following the conductor as applicable
2. Intonation
 - a. Correct reading and production of pitches
 - b. Tuning pitches and harmonies as a section
 - c. Tuning of pitches and harmonies as an ensemble
3. Articulation
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
4. Expression
 - a. Correct readings of markings
 - b. Following the conductor's gestures as applicable
 - c. Agreement as a section
 - d. Agreement as an ensemble
5. Style and performance practices
 - a. Study and execution of appropriate style for literature from various style periods
 - b. Study and execution of appropriate performance practices for literature from various style periods
6. Solo opportunities
 - a. Perform solo segments with good tone, rhythmic and timing accuracy, expressivity and correct style as opportunity arises
 - b. Learn to improvise as necessary
7. Blend and balance
 - a. Correct tone, volume, and timbre as appropriate to section
 - b. Correct tone, volume, and timbre as appropriate to ensemble
8. Professional standards of conduct
 - a. Demonstrate musical preparedness in rehearsal and performances
 - b. Demonstrate professionalism with regard to attendance, attitude, deportment, and participation

Objectives

1. Formulate and evaluate an educated and knowledgeable interpretation of proper musical sound and style of composition as it pertains to an individual musician and to the entire band. ****Requires Critical Thinking****
2. Perform using nuance of interpretation and music reading skills while balancing all aspects of instrumental musical sound simultaneously. ****Requires Critical Thinking****
3. Recognize proper technique on student's instrument.
4. Play in time with section and ensemble as directed by the conductor.
5. Play the correct pitches as indicated with accurate intonation.
6. Play with the articulation, dynamics, phrasing, and expression as directed.
7. Demonstrate appropriate blend, balance and sound within the section and the ensemble. ****Requires Critical Thinking****

Student Learning Outcomes

1. Upon completion of this course, students will effectively perform a musical composition as non-verbal communication as an integral part of the ensemble. The performance will be a public performance and demonstrate technical proficiency and musicality.
 - **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 demonstrate self-discipline, time management skills, and skills in the team work of ensemble music making through practices and performances.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

Methods of Instruction

- **Laboratory**
Students will rehearse in sections and with the entire ensemble.
- **Lecture/Discussion**
The instructor will select the music for the semester, provide background information about the selections and their styles, give specific guidelines for improvements, organize performances, and direct the ensemble in rehearsals and performances.
- **Other**
Guided music performances

Assignments

Other Assignments

Practice measures 30-75 to achieve fluency in the following manner.

- Count the beats and figure out the precise rhythm.
- Observe the key signature and figure out the pitches and the appropriate fingering, tonguing, etc.
- Play slowly, keeping the steady beat.
- Observe articulation, dynamic, and other expressive markings.
- Increase speed without sacrificing accuracy or intonation.
- Identify difficult spot and drill.

Methods of Evaluation

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

Course Materials

Other:

1. Music repertoire appropriate to the ensemble. Different works will be selected each semester.
-

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC 44R
Full Course Title: Chamber Ensemble
Short Title: Chamber Ensemble
TOP Code: -
Effective Term: Fall 2009

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
 Total contact hours in class: 36.0
 Lecture hours: 9.0
 Lab hours: 27.0
 Hours outside of class: 18.0
Repeatable: Yes (3)
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal, and public performance of literature appropriate to the ensemble, with an emphasis on the development of skills needed to perform within a chamber ensemble. Different literature will be studied each semester. Choice of ensemble is based on each student's identified major instrument or voice. The course is repeatable for credit the maximum times allowable by regulation.

Conditions of Enrollment

Ability to read music -

Content

Course Lecture Content

Students study the performance traditions for the specific ensemble. Repertoire for performance is selected that is representative of the best works for the ensemble and which is appropriate for study at the particular lower-division level. The specific content studied is determined by the difficulty level and historical/cultural context of the literature/etude lists specific to the instrument or voice. General course content includes aspects of rhythm, intonation, articulation, and expressive elements. When appropriate other content studied may include blend and balance while performing with others, improvisation and standards of conduct when rehearsing/performing.

Course Lab/Activity Content

Students will apply the contents learned from lecture to individual practices, ensemble rehearsals and performances.

Objectives

1. Play or sing in time with section and ensemble as directed.
 2. Play or sing the correct pitches as indicated with accurate intonation.
 3. Play or sing with the articulation, dynamics, phrasing, and expression as directed.
 4. Play or sing stylistically appropriately to the period/style of the composition. ****Requires Critical Thinking****
 5. Perform improvised solos as applicable. ****Requires Critical Thinking****
 6. Demonstrate appropriate blend and balance within the ensemble. ****Requires Critical Thinking****
 7. Memorize performance repertoire as directed.
 8. Adhere to professional level ensemble performance and rehearsal standards of conduct. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, the students will publicly perform select chamber music repertoire with technical proficiency, expressivity, and stylistic appropriateness.
 - **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.
-

Methods of Instruction

- **Laboratory**
 - **Lecture/Discussion**
 - **Other**
Public Performance.
-

Assignments

Other Assignments

Practice the individual part by figuring out correct pitches, rhythms, and expression markings.

Methods of Evaluation

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

Course Materials

Other:

1. Repertoire appropriate to the ensemble with combinations of voices and instruments available.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC MUS 47R
Full Course Title: Chamber Orchestra
Short Title: Chamber Orchestra
TOP Code: -
Effective Term:

Course Standards

Course Type: Credit - Degree Applicable
Units: 1.0
Total class hours: 54.0
 Total contact hours in class: 36.0
 Lecture hours: 9.0
 Lab hours: 27.0
 Hours outside of class: 18.0
Repeatable: Yes (3)
Grading Method: Letter Grade or Pass/No Pass

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal, and public performance of literature appropriate to the chamber orchestra, with an emphasis on the development of skills needed to perform within a large ensemble. Different literature will be studied each semester. The course is repeatable for credit the maximum times allowable by regulation. Audition required.

Conditions of Enrollment

Audition required. Students may enroll in the course, but may be dropped if audition requirements are not met.

Content

Course Lecture Content

Students study the performance tradition for the chamber orchestra. General course content includes aspects of rhythm, intonation, articulation, and expressive elements. Other content studied include blend and balance while performing with others and standards of conduct when rehearsing/performing.

Course Lab/Activity Content

Students will apply the skills and concepts studied to individual practices, rehearsing in sections and with the entire ensemble, and performing publicly.

Objectives

1. Play in time with section and ensemble as directed.
 2. Play the correct pitches as indicated with accurate intonation.
 3. Play with the articulation, dynamics, phrasing, and expression as directed.
 4. Play appropriately with the ensemble. ****Requires Critical Thinking****
 5. Play stylistically appropriately to the period/style of the composition. ****Requires Critical Thinking****
 6. Demonstrate appropriate blend and balance within the ensemble and/or the section.
 7. Adhere to professional level ensemble performance and rehearsal standards of conduct. ****Requires Critical Thinking****
 8. Memorize performance repertoire as directed.
-

Student Learning Outcomes

1. Upon completion of this course, the students will publicly perform select chamber orchestra repertoire with technical proficiency, expressivity, and stylistic appropriateness.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
-

Assignments

Other Assignments

Orchestral repertoire appropriate for the level and the available instrumentation will be selected each semester.

Methods of Evaluation

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

Course Materials

Other:

1. Orchestral repertoire appropriate for the level and the available instrumentation will be selected each semester.

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Yuba Community College District

Yuba College Course Outline

Course Information

Course Number: MUSIC MUS 547
Full Course Title: Chamber Orchestra
Short Title: Chamber Orchestra
TOP Code: -
Effective Term:

Course Standards

Course Type: Noncredit
Total contact hours in class: 36.0
Lecture hours: 9.0
Lab hours: 27.0

Minimum Qualifications for Instructors

- Music (Masters Required)
-

Course Description

This course is for the study, rehearsal, and public performance of literature appropriate to the chamber orchestra, with an emphasis on the development of skills needed to perform within a large ensemble. Different literature will be studied each semester. This is a non-credit course primarily but not exclusively intended for older adults as a lifelong education that provides opportunities for personal growth and development, community involvement, and skills for mental and physical well-being through creative expression of music making.

Conditions of Enrollment

Ability to read music on an orchestral instrument.

Content

Course Lecture Content

Students study the performance tradition for the chamber orchestra. General course content includes aspects of rhythm, intonation, articulation, and expressive elements. Other content studied include blend and balance while performing with others and standards of conduct when rehearsing/performing.

Course Lab/Activity Content

Students will apply the skills and concepts studied to individual practices, rehearsing in sections and with the entire ensemble, and performing publicly.

Objectives

1. Stimulate the physical, mental, social and emotional well-being through musical activities focusing on creative expression and ensemble team work. ****Requires Critical Thinking****

2. Play in time with section and ensemble as directed.
 3. Play the correct pitches as indicated with accurate intonation.
 4. Play with the articulation, dynamics, phrasing, and expression as directed.
 5. Play stylistically appropriately to the period/style of the composition. ****Requires Critical Thinking****
 6. Demonstrate appropriate blend and balance within the ensemble and/or the section.
 7. Adhere to professional level ensemble performance and rehearsal standards of conduct. ****Requires Critical Thinking****
-

Student Learning Outcomes

1. Upon completion of this course, students will publicly perform select chamber orchestra repertoire with technical proficiency, expressivity, and stylistic appropriateness.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.
-

Methods of Instruction

- Laboratory
 - Lecture/Discussion
-

Assignments

Other Assignments

Orchestral repertoire appropriate for the level and the available instrumentation will be selected each semester.

Methods of Evaluation

- Oral Tests/Class Performance
 - Skills Demonstrations/Performance Exam
-

Course Materials

Other:

1. Orchestral repertoire appropriate for the level and the available instrumentation will be selected each semester.
-