Page Status Course

2	New Deg/Cert	MFGT - Industrial Maintenance Technician
3	Revised Deg/Cert	VETT - VETERINARY TECHNOLOGY, AS
7	Revised	VETT - 2 Veterinary Physiology and Anatomy
13	Revised	VETT - 3 Pharmacology and Therapeutics for Veterinary Technicians
16	Revised	VETT - 59 Veterinary Technology Board Review
19	Revised	RADT - 5 Principles Radiation Exposure & Equipment
22	Revised	RADT - 7 Advanced Radiographic Studies
24	Revised	ACCT - 2L Principles of Accounting-Managerial
28	New Deg/Cert	AG - Agricultural Technician
29	Revised	PHYS - 2A General Physics
33	Revised	PHYS - 2B General Physics
37	Revised	PHYS - 4A Mechanics
42	Revised	ENGL - 36 American Ethnic Voices
45	New	PSYCH - 46 Introduction to Abnormal Psychology
49	Revised	MUSIC - 1A Music Theory I
53	Revised	MUSIC - 1B Music Theory II
56	Revised	MUSIC - 1C Musicianship I
60	Revised	MUSIC - 1D Musicianship II
63	Revised	MUSIC - 2A Music Theory III
66	Revised	MUSIC - 2B Music Theory IV
69	Revised	MUSIC - 2C Musicianship III
72	Revised	MUSIC - 41A Elementary Piano
75	Revised	MUSIC - 1E Keyboard Harmony I
78	Revised	MUSIC - 2E Keyboard Harmony II
81	Revised	MUSIC - 3 Music Appreciation
83	New	ENVHR 12 - Irrigation Design and Installation

INDUSTRIAL MAINTENANCE TECHNICIAN

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

Description

The Industrial Maintenance Technician Certificate program is designed to prepare students to work in a variety of industrial environments as a maintenance technician. Students will learn skills in the areas of industrial electrical systems, Programmable Logic Controllers (PLCs), machining techniques, and welding techniques required by industry.

Program Learning Outcomes

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

- 1. Demonstrate technical skills in the areas of electrical controls, welding, and machining
- 2. Operate and maintain industrial equipment.
- 3. Diagnose and troubleshoot electrical and mechanical systems.

Program Requirements:

Required Courses		Course Block Units: (24 Required)
MFGT20	Principles of Machine Shop	3
MFGT21	Intermediate Machine Shop	4
MFGT50	Principles of Programmable Logic Controllers	3
MFGT51	Industrial Electronics Systems	3
WELD20	Introduction To Gas Metal Arc Welding (GMAW)	4
WELD40	Introduction To Gas Tungsten Arc Welding (GTAW)	4
AUTO22	Hydraulics (Fluid Power)	3

Total: 24

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VETERINARY TECHNOLOGY

ASSOCIATE IN SCIENCE

Description

Accredited by the American Veterinary Medical Association, Yuba College offers an Associate of Science Degree Program in Veterinary Technology. The Program is a full-time course of study that can be completed in two years or extended by completing the General Education, Science and other graduation requirements prior to admission into the veterinary technology sequence. The latter format is highly recommended. Graduates of the Veterinary Technology Program are eligible to take the national licensing examination (the VTNE) to become a Registered Veterinary Technician in the State of California. Additionally, the Veterinary Technology Program offers a oneyear online Veterinary Assistant/Receptionist Certificate of Achievement.

Prerequisite Course Requirements: Three prerequisite courses are required. AFTER Fall 2020, these three courses must be completed with a combined grade point average of 2.5 or better. Prerequisite courses can be completed prior to application to the program, or in the same Spring semester as the application. Verification that student has passed prerequisites will be required before formal acceptance into Program.

Additionally, it is strongly recommended that the MCOMM 40, "Introduction to Online Learning" course be completed prior to Program admission to ensure optimal learning in our Veterinary Technology online courses.

Three prerequisites are required:

- 1. VETT 91 (Veterinary Assisting). This is an online course that provides an overview of the profession. It also includes eight hours of experience at a veterinary clinic.
- A life science course. Any of the following courses will satisfy this requirement: AG 45 (Principles of Animal Science), BIOL 4 (Human Anatomy), BIOL 15 (Bioscience), BIOL 24 (Human Anatomy), or BIOL 24L (Human Biology with Laboratory).
- 3. A chemistry course. Any of the following courses will satisfy this prerequisite: CHEM 10 (Concepts of Chemistry), CHEM 2A (Introductory Chemistry), or CHEM 1A (General Chemistry).

Due to the demanding nature of the Program, it is recommended that the prospective student meet with a counselor and create an education plan. This will allow student to complete as many general education courses required for the Associate in Science Degree PRIOR to admission to the Veterinary Technology Program.

The Health/Physical Education and Multicultural general education requirements are satisfied by completion of the Veterinary Technology Program.

Admissions

Selection of candidates for entry into the Veterinary Technology Program occurs each spring. A completed Veterinary Technology Program application and official college transcripts must be received by the Veterinary Technology Program administrator prior to <u>March 15th</u> in order to be eligible for entrance in the subsequent fall semester. The Program starts a new class cohort each fall semester.

The Veterinary Technology Program application may be printed from the Program's website under the "Apply" tab: **http://vettech.yccd.edu**.

Should the number of qualified applicants exceed the number of available spaces in the class, a

random selection will be held to select those for entry into the Program for the number of available spaces.

General application to or enrollment at Yuba College does not imply acceptance into the Veterinary Technology Program. Qualified applicants will be notified of their preliminary acceptance into the Program by April 1st.

Attendance and participation in the Veterinary Technology Program Orientation is a mandatory requirement before final acceptance of a candidate. This Orientation, held on a Thursday in April, is a half day exploration into the teaching formats, academic and physical demands, and dexterity requirements that the Veterinary Technology Program student can expect to encounter.

Costs: In addition to the expenses of regularly enrolled students (e.g., living costs, activity fees, books, tuition), Veterinary Technology Program students have the additional requirements of uniforms, drug and background screening, stethoscope, name badge, and radiation monitoring equipment. Veterinary Technology Program students are eligible for financial aid available to any Yuba College student meeting expected criteria.

Drug Policy: All students enrolled in the Veterinary Technology Program are subject to the drug policy which is a part of the Student Code of Conduct. Violation of this policy may result in denial of admission or dismissal from the Program. The policy is outlined in the Student Handbook as well as in the Veterinary Technology Program Policy Handbook found on the Program's website: http://vettech.yccd.edu.

Other Requirements: Students in the Veterinary Technology Program are required to complete various off site training internships to gain experience and satisfy learning objectives. These training hours are mandatory and additional to required individual course hours and farm care. Travel will be required of all students.

Required Farm Care: Students will be required to spend 2 - 6 hours every week to two weeks during assigned dates and times in the care of the Yuba College Veterinary Technology farm and clinic animals. Time will include weekends and holidays as well as semester breaks, including summer break.

Program Description: The Veterinary Technology Program is a full-time course of study with each class building on preceding veterinary technology courses. Therefore, all required in-person courses must be taken in the sequence listed below.

Most of the Program's online courses may be taken before formally entering the Program, if the student wishes to do so. These courses include:

- VETT 7 Veterinary Business Management
- VETT 55 Veterinary Medical Terminology
- VETT 56 Shelter Medicine
- VETT 11 Veterinary Emergency and Critical Care
- VETT 12 Introduction to Veterinary Medical Math
- VETT 6 Veterinary Workplace Safety
- VETT 8 Large Animal Medicine and Nursing
- VETT 9 Laboratory Animal Medicine
- VETT 54 Public Health and Infectious Disease

All courses (in-person and online) must be passed with a grade of 75% or better. This requirement is based on the standards of the national licensing exam, which requires a 75% to pass.

All classes will be taught at the Yuba College campus in Marysville.

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For additional information, contact the Veterinary Technology Program Administrator at (530) 741-6962 or vettech@yccd.edu, or visit the Veterinary Technology Program in the 1700 Building, across from the Veteran's Resource Center.

Program Learning Outcomes

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

- 1. Apply principles of biomedical sciences to help in disease prevention, treatment, and control in both veterinary and human medicine.
- 2. Demonstrate entry-level mastery of the hands-on and professional skills relevant to the various problems encountered in veterinary medicine.
- 3. Research, explain, and formulate preliminary solutions to real-world problems in the form of case studies, a toxicology research paper, and a Capstone project.

Program Requirements:

First Semester	r (fall)	Course Block Units: (13 Required)
VETT1	Introduction To Veterinary Technology	3
VETT4	Clincal Laboratory Techniques	3
VETT7	Veterinary Business Management	3
VETT16	Professional Development Seminar	1
VETT55	Veterinary Medical Terminology	3
Second Semes	ster (spring)	Course Block Units: (12 - 15 Required)
VETT2	Veterinary Physiology and Anatomy	3
VETT2L	Veterinary Anatomy Laboratory	2
VETT3	Pharmacology for Veterinary Technicians	3
VETT5A	Veterinary Technology Internship A	1
VETT56	Shelter Medicine	3
Third Semeste	r (summer)	Course Block Units: (6 - 9 Required)
VETT5B	Veterinary Technology Internship B	1
VETT11	Veterinary Emergency and Critical Care	3
VETT12	Intro To Veterinary Medical Math	2
Fourth Semest	er (fall)	Course Block Units: (13 - 16 Required)
VETT5C	Veterinary Technology Internship C	1
VETT6	Veterinary Workplace Safety	3
VETT8	Large Animal Care and Nusing	3
VETT53A	Vet Surgical Nursing and Anesthesia	4
VETT53B	Veterinary Diagnostic Imaging	2

Fifth Semester (spring)

Course Block Units: (15 - 18 Required)

VETT5D	Veterinary Technology Internship D	1
VETT9	Laboratory Animal Medicine	3
VETT53C	Advanced Veterinary Nursing Techniques	4
VETT53D	Principles of Veterinary Dentistry	2
VETT54	Public Health and Infectious Disease	3
VETT59	Veterinary Technology Board Review	2

Total: 59.00 - 71.00

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Yuba College Course Outline

Course Information

Course Number: VETT 2 Full Course Title: Physiology for Veterinary Technicians Short Title: Vet Physiology TOP Code: 0102.10 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant* Effective Term: Spring 2016

Course Standards

Course Type: Credit - Degree Applicable Units: 3.0 Total class hours: 162.0 Total contact hours in class: 72.0 Lecture hours: 36.0 Activity hours: 36.0 Hours outside of class: 90.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Veterinary Technology

Course Description

Physiology of domestic animals (primarily the dog, cat, horse, and ruminant). Emphasis on the following systems: skeletal, muscular, special senses (e.g., vision, hearing, balance), immune, integumentary, respiratory, cardiovascular, urinary, endocrine, digestive, and reproductive (including physiology of pregnancy and parturition). Also includes physiologic principles of certain pathological problems and surgical conditions.

Conditions of Enrollment

Satisfactory completion of: VETT 4

Advisories

- Computer Literacy recommended basic computer skills Requires computer testing and literature searches.
- Language recommended eligibility for English 1A Course requires writing essays and a final written project.
- Mathematics recommended eligibility for Math 52 Simple math computations are required.

Content

Course Lecture Content

- 1. Introduction
 - a. Histology
 - b. Embryology
 - c. Physiology
 - d. Anatomy
 - e. Pathology
- 2. Musculoskeletal System
 - a. Physiology
 - b. Anatomy
- 3. Integumentary System
 - A. Physiology
 - B. Anatomy
- IV. Respiratory System
 - A. Physiology
 - B. Anatomy
- V. Nervous System
 - A. Physiology
 - B. Anatomy
- VI. Circulatory System
 - A. Physiology
 - B. Anatomy
- VII. Digestive System & Nutrition
 - A. Physiology
 - B. Anatomy
- VIII. Excretory System
 - A. Physiology
 - B. Anatomy
- IX. Reproductive System
 - A. Physiology
 - B. Anatomy
- X. Endocrine System
 - A. Physiology
 - B. Anatomy

Objectives

1. Judge normal location and appearance of internal organs, vessels and nerves of domestic animals and relate the knowledge to techniques used in diagnostic and medical procedures. ****Requires Critical**

Thinking**

2. Demonstrate use of reputable resources when discussing and designing components of a disease process. ****Requires Critical Thinking****

Student Learning Outcomes

- 1. Upon completion of this course, students will be able to analyze and evaluate the normal physiologic body systems of the common animal species.
- 2. Upon completion of this course, students will be able to construct a written, evidence-based argument concerning a specific pathophysiologic process.
- 3. Upon completion of this course, students will be able to correctly describe the mammalian circulatory system to include the route and structures involved in the passage of blood throughout the body.

Methods of Instruction

Lecture/Discussion

The two hours of lecture focus on content that may be difficult to grasp from reading alone. Content is "chunked," and after 1-2 sections, student knowledge is assessed using an informal, ungraded method (e.g., using Scratchers, Quizlet, or Kahoot!). Once everyone's questions have been answered, we stop lecture and students are introduced to and practice a hands-on skill mapped to that day's lesson (see "Studio/Activity" below).

Studio/Activity

As described above, each day's lesson has hands-on activities mapped to it. For example, a lesson about the cardiovascular system would include such hands-on skills as how to recognize a heart murmur, hook up an electrocardiogram (ECG), or obtain a blood sample from the jugular vein.

Assignments

Reading Assignments

The following is an excerpt from Chapter 16 of the required textbook:

"Feline odontoclastic resorptive lesions were first discovered in the necks of teeth, which explains why these lesions were initially known as "neck lesions." Other species can also acquire similar lesions, so the name has been changed from feline odontoclastic resorptive lesion to tooth resorption. In this condition, tooth resorption occurs to form erosions, which are then covered with calculus or gingival tissue. Some affected animals will show signs of pain and discomfort, resulting in changes in behavior or appetite, whereas others show few symptoms. The level of treatment ranges from monitoring with minimal treatment to multiple tooth extractions."

Writing Assignments

Below are the instructions for the semester research project:

Last semester, you read a case study. Now create your own.

What is a case study?

Clinical case studies are one way that knowledge can be shared among members of a medical profession. As veterinary technicians, you will be involved in cases that are different or unusual or simply new to you, and your experience with the case can prove invaluable to other veterinary technicians, assistants, and veterinarians. A case study is expected to discuss the history, physical exam, treatment plan, and conclusions drawn from the case.

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For example, pictured here are presenters at the 2016 North American Veterinary Community (NAVC) Conference. NAVTA hosts a Case Study competition each year. A variety of cases were presented before an audience, and one was selected as the winner.



How do you choose a case?

Preferably, a case could be chosen from your place of work or where you are (or previously were) interning. The cases do not have to be unusual. They should be interesting to you, and they should be sufficiently complicated to call on your training in physiology, clinical lab techniques, medical terminology, and pharmacology.

You may also invent your own case, based on a patient you have read about or seen in a video. You will have to create the details then. I provide guidance on this below.

Your patient can be any type of animal. Your patient may even be a population of animals: for example, you could write about a Salmonella outbreak among horses at a boarding facility, or a Leptospirosis outbreak in a group of sea lions. The entire group of horses or sea lions could be considered the patient.

Important: For confidentiality, please change names of patient and owner in your case. Alternatively, you can obtain verbal permission from the owner to use their case.

What would be considered a case study that meets expectations or standards (i.e., a "B" paper), or that exceeds expectations or standards (i.e., an "A" paper)?

The case studies you read in the NAVTA journals would all exceed expectations.

In addition, read examples of <u>a case study that exceeds expectations</u> and <u>a case study</u> <u>that meets expectations</u> in the Future of Veterinary Medicine module.

Instructions

- Length: Approximately 1,500 -2,000 words, not including the title or reference pages.
- Due: May 14, 11:59 pm, Pacific Standard Time (PST)
- References: You are to have a minimum of four references.
 - See below for how to format references. You will use American Psychological Association (APA) format.
 - You will probably need more than four, but four is the minimum.
 - References can all be secondary references, such as textbooks from other veterinary technology classes. Recommended textbooks are as follows:
 - Laboratory Procedures for Veterinary Technicians by Sirois.
 - This was your VETT 4 textbook.
 - Clinical Anatomy and Physiology for Veterinary Technicians by Colville and Bassert.
 - Clinical Pharmacology and Therapeutics for Veterinary Technicians by Bill.
 - Veterinary Medical Terminology by Romich
 - This was your VETT 55 textbook.
 - McCurnin's Clinical Textbook for Veterinary Technicians by Bassert.
 - The Merck Veterinary Journal (Online).
 - You are encouraged also to use primary sources. By primary source, I mean original research or reviews or articles from peer-reviewed journals.
 - What does "peer-reviewed" mean? Essentially, peer-reviewed is an academic term for quality control.
 - It means that a board of scholarly reviewers in the subject area of the journal, *review* materials they publish for quality before articles are accepted for publication.
 - See <u>Journals and Databases</u> for examples of peer-reviewed journals and of searchable databases.
 - In many cases, you will find only a summary of the research. This is called the abstract. While not as a good as the entire paper, the abstract is still a useful primary source.
- The paper will be worth 100 points.
- Please review how to avoid plagiarism a score of plagiarism results in a score of zero, and disciplinary action.

Here is a recommended format to follow in your case study. You may use a different format if you wish but it should contain the information below.

(A format is then provided.)

Methods of Evaluation

- Exams
- Problem Solving Exercises
- Quizzes
- Research Project
- Skills Demonstrations/Performance Exam

Course Materials

Textbooks:

1. Colville, TP. *Clinical Anatomy and Physiology for Veterinary Technicians,* 3rd ed. Wiley-Blackwell, 2015, ISBN: 978-0323227933

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Yuba College Course Outline

Course Information

Course Number: VETT 3 Full Course Title: Pharmacology and Therapeutics for Veterinary Technicians Short Title: Pharmacology TOP Code: 0102.10 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant* Effective Term: Fall 2013

Course Standards

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

Minimum Qualifications for Instructors

• Veterinary Technology

Course Description

Concepts of veterinary anesthesia and pharmacology to include agents used as pre-anesthesics, induction agents, and general anesthesia, the physiological impacts of anesthesia on the body, patient prep, high-risk patients and complications. Pharmacokinetics in animals, principles and mechanism of drug action, drug types and legal requirements.

Conditions of Enrollment

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Satisfactory completion of: VETT 4; VETT 1
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Advisories

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

Content

Course Lecture Content

- 1. Section One: Pharmacology
 - a. Introduction
 - b. Pharmacy-label and Dispense
 - c. Medications
 - d. Inventory

- e. Types/Groups of Drugs/Organic Molecules
- f. Safety
- g. Legal/Regulatory Issues
- 2. Section Two: Anesthesiology
 - a. Introduction
 - b. Patient Prep/Care
 - c. Pre-Anesthesia
 - d. Local Anesthesia
 - e. Injectable Anesthesia-Barbiturates, Dissociatice, Properful, etc.
 - f. Injectable Anesthesia-Dissociative
 - g. Injectable Anesthesia-Propofol, etc.
 - h. Principle and Physiology of Gas Anesthesia
 - i. Anesthesia Machines
 - j. Inhalation Agents-Halothane and Isoflurane; Metofane and Nitrus Oxide
 - k. Monitoring
 - I. Recording Anesthesia Information
 - m. Anesthetic Complications

Objectives

- 1. Section One 1. Read, interpret and fill prescriptions. 2. Demonstrate knowledge of the drugs commonly used in veterinary medicine. 3. Demonstrate knowledge of inventory control procedures. 4. Understand pharmacokinetics of classes of drugs commonly used in veterinary medicine. 5. Understand the laws regulating the purchase, storage and usage of pharmacological agents.
- Section Two 1. Perform Preanesthetic evaluation of patient. 2. Demonstrate knowledge of properties and uses of: preanesthetic, local, injectable general and inhalation anesthetic agents. 3. Pain recognition and management. 4. Calculation anesthetic dosages. 5. Understand principles of patient monitoring. 6. Demonstrate knowledge of safety techniques pertinent to the anesthetist. 7. Identify and use anesthetic equipment. 8. Identify anesthetic emergencies. 9. Demonstrate knowledge of the laws regulating the use of anesthetic agents.
- 3. Understand the principles of pharmacology.
- 4. Discuss the general types and groups of drugs. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, students will be able to calculate drug dosages correctly.
- 2. Upon completion of this course, students will be able to explain the storage, safe handling and disposal of biologics and therapeutic agents, pesticides, and hazardous wastes.
- 3. Upon completion of this course, students will be able to differentiate between abnormal and normal responses to medication.

Methods of Instruction

Lecture/Discussion

Assignments

Reading Assignments Writing Assignments

Semester Project: "Pick Your Poison." Student writes a research paper on a common animal toxin.

A recommended list of 20 toxins are provided.

List is updated each year to reflect any animal poisonings that may have been in the news in the previous year (for example, toxic chicken jerky treats in 2018, and concerns that canned food may be a contributing factor to the increased number of cases of hyperthyroidism in cats).

Methods of Evaluation

- Exams
- Homework
- Problem Solving Exercises
- Quizzes
- Research Project
- Skills Demonstrations/Performance Exam

Course Materials

Textbooks:

- 1. Romich. Fundamentals of Veterinary Pharmacology, 2nd ed. Cengage, 2020, ISBN: 978-0357361474
- 2. R.L. Bill. Pharmacology for Veterinary Technicians, 4th ed. Elsevier, 2017, ISBN: 9780323086790
- 3. Wanamaker. Applied Pharmacology for Veterinary Technicians, 5th edition ed. Elsevier, 2015, ISBN: 978-0323186629

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Yuba College Course Outline

Course Information

Course Number: VETT 59 Full Course Title: Veterinary Technology Board Review Short Title: Vet Tech Bd Review TOP Code: 0102.10 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant* Effective Term: Spring 2017

Course Standards

Course Type: Credit - Degree Applicable Units: 1.5 Total class hours: 81.0 Total contact hours in class: 27.0 Lecture hours: 27.0 Hours outside of class: 54.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Registered Veterinary Technician or DVM
- Veterinary Technology

Course Description

Review of pertinent subject matter in preparation for the national licensing examination for veterinary technicians (the VTNE). Includes a review of the nine content areas that comprise the VTNE. Also includes test taking skills, test anxiety reduction techniques and practice board exams; includes information on exam application processes.

Conditions of Enrollment

Satisfactory completion of: VETT 53A

Advisories

- Computer Literacy recommended basic computer skills Students will be asked to perform internet searches, complete online assignments, and produce homework in MS Word, Excel or Power point.
- Language recommended eligibility for English 1A Students will be required to read and write evaluations of case studies and patient assessments.
- Mathematics recommended eligibility for Math 52 Students will be asked to perform simple arithmetic in order to calculate fluid/medication dosage for patients.

Content

Course Lecture Content

- 1. RVT National and State Board Information Links
 - a. Requirements to sit for exams
 - b. Application processes
 - c. Study guides
 - d. California Veterinary Law definitions
- 2. Pain Management
- 3. Medical Terminology
 - a. Anatomy and Physiology
- 4. Genetics, Reproduction, Nutrition
- 5. Technical Aspects of Nursing, Nursing Care and Surgical Principles
 - a. Pharmacology
 - b. Medical Calculations
- 6. Anesthesia
- 7. Emergency and Critical Care
- 8. Equine, Food Animal and Large Animal Nutrition
- 9. Laboratory and Exotic Animals
- 10. Dentistry
- 11. Imaging
 - a. Radiology
 - b. Ultrasound
- 12. Laboratory Procedures
 - a. Urinalysis
 - b. Hematology/Cytology
 - c. Parasitology, Microbiology and Mycology
 - d. Clinical Chemistry
 - e. Virology and Immunology
- 13. Zoonotic Diseases

Objectives

- 1. Demonstrate knowledge of nine content areas to pass the national licensing exam (the VTNE). **Requires Critical Thinking**
- 2. Identify and categorize the various veterinary medical subjects covered by the Board Exams. ****Requires** Critical Thinking**
- 3. Complete a practice Board Exam within allotted time limits.
- 4. Perform medical calculations.
- 5. Recognize common anesthetic issues associated with specific species. **Requires Critical Thinking**

Student Learning Outcomes

1. Upon completion of this course, students will be able to apply critical thinking skills when confronted with issues and problems in veterinary medical practice.

Methods of Instruction

Lecture/Discussion

Assignments

Reading Assignments Writing Assignments Other Assignments

After completing the assigned reading chapter, please answer the following question:

Doxycycline is commonly used antibiotic drugs in veterinary medicine, used alone or in combination to treat a variety of conditions. Describe indications for doxycycline, identify common adverse effects, and describe its mechanism of action.

Methods of Evaluation

- Exams
- Homework
- Problem Solving Exercises
- Quizzes
- Other Mock Board exam.

Course Materials

Textbooks:

1. Bassert. *McCurnin's Clinical Textbook for Veterinary Technicians*, 9th ed. Elsevier, 2018, ISBN: 9780323394611

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Yuba College Course Outline

Course Information

Course Number: RADT 5 Full Course Title: Principles Radiation Exposure & Equipment Short Title: Rad Exp. & Equip. TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer* Effective Term: Fall 2018

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

• Radiological Technology

Course Description

Knowledge of factors that govern and influence the production of the radiographic image; digital radiography image production and review, Picture archiving and communication systems, DICOM, HL7.

Conditions of Enrollment

Acceptance into Radiologic Technology Program.

Content

Course Lecture Content

- 1. Image Factors
- 2. Scatter Radiation and Grids
- 3. Digital and Computed Radiography Systems
 - a. Artifacts
 - b. Quality assurance
 - c. Image quality
 - d. Image review
 - e. Image manipulation
- 4. Networking and Communication Basics
 - a. PACS

b. DICOM

c. HL-7

5. Experiments as Related to Exposure Principles, CR Systems, Networking and Communication

Objectives

- 1. Identify beam limiting devices.
- 2. Define scattered radiation, its causes and methods of reduction.
- 3. Identify the components of a grid.
- 4. Describe the appropriate manipulation of the digital image. **Requires Critical Thinking**
- 5. Explain the differences between DR and CR imaging systems. **Requires Critical Thinking**
- 6. Describe the use of a PACS systems. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, students should be able to discuss the applications of PACS, DICOM, and HL7 in the digital imaging workplace.
 - **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, the student should be able to identify digital radiography artifacts.
- 3. Upon completion of this course, the student should be able to identify the characteristics of a digital image.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- 4. Upon completion of this course, the student should be able to summarize the common functions found on a PACS workstation.

Methods of Instruction

Lecture/Discussion
 Lecture Power Points Videos Discussion Manipulation of images on lab's equipment Image review

Distance Education

Delivery Methods

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

Assignments

Reading Assignments

Journal articles

Writing Assignments

Journal Review

Research paper

Methods of Evaluation

- Exams
- Homework
- Participation
- Quizzes
- Research Project

Course Materials

None

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Yuba College Course Outline

Course Information

Course Number: RADT 7 Full Course Title: Advanced Radiographic Studies Short Title: Adv. Rad Studies TOP Code: 1225.00 - Radiologic Technology/Science - Radiographer* Effective Term: Fall 2018

Course Standards

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

Minimum Qualifications for Instructors

• Radiological Technology

Course Description

Ethics and law in the radiologic sciences; advanced understanding of professionalism as related to a radiologic technologist.

Conditions of Enrollment

Acceptance to the Radiologic Technology Program

Content

Course Lecture Content

- 1. Advanced ethics and law in the radiographic sciences
- 2. Advanced consideration of the professional role of the radiologic technologist

Objectives

- 1. Define various legal terms as they relate to the medical environment.
- 2. Demonstrate the importance of professionalism of the radiologic technologist. **Requires Critical

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Thinking**

3. Describe ethical considerations in the field of Radiologic Technology. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to evaluate a case study on medical ethics.
 - 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
 Lecture Guest Speakers Case studies Discussion/Debate Power Points Scenarios

Distance Education

Delivery Methods

Online

Assignments

Reading Assignments Reading assigned text, journal articles, and case studies. **Writing Assignments** Prepare a rational for the case study.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Doreen M. Towsley-Cook, Doreen M. Towsley-Cook, MAE, RT(R), FAERS) and Terese A. Young, JD, RT(R), CNMT. *Ethical and Legal Issues for Imaging Professionals,* Elsevier, 2007, ISBN: 9780323045995

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Yuba College Course Outline

Course Information

Course Number: ACCT 2L Full Course Title: Principles of Accounting-Managerial Short Title: Prin of ACCT-Manage TOP Code: 0502.00 - Accounting* Effective Term: Spring 2016

Course Standards

Course Type: Credit - Degree Applicable Units: 5.0 Total class hours: 270.0 Total contact hours in class: 126.0 Lecture hours: 72.0 Lab hours: 54.0 Hours outside of class: 144.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Accounting (Masters Required)

Course Description

Emphasizes accounting principles and tools used by management in decision-making, planning, directing and controlling operations. Focuses on cost terms and concepts, cost behavior, cost structure and cost-volume-profit analysis. Includes budgetary techniques, issues relating to cost systems, cost control, profit planning, and performance analysis for manufacturing and service environments; and utilizing computer applications as a tool in preparing and analyzing managerial related accounting reports.

Conditions of Enrollment

Satisfactory completion of: (ACCT 1, ACCT 1A); (GNBUS 30 or GNBUS 33)

Advisories

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

Content

Course Lecture Content

- 1. Decision making: relevant costs and benefits
- 2. Basic cost management concepts

- 3. Cost-volume-profit analysis
- 4. Job-order and process costing
- 5. Activity-based costing
- 6. Profit planning and budgeting
- 7. Standard costing and flexible budgeting
- 8. Responsibility accounting, segment reporting, and performance analysis
- 9. Absorption and variable costing
- 10. Capital expenditure decisions
- 11. Ethical issues

Course Lab/Activity Content

Students will apply Spreadsheet Application Software to perform the following tasks:

- 1. Decision making: relevant costs and benefits
- 2. Basic cost management concepts
- 3. Cost-volume-profit analysis
- 4. Job-order and process costing
- 5. Activity-based costing
- 6. Profit planning and budgeting
- 7. Standard costing and flexible budgeting
- 8. Responsibility accounting, segment reporting, and performance analysis
- 9. Absorption and variable costing
- 10. Capital expenditure decisions

Students will complete an accounting cycle in a computerized accounting project for a Manufacturing Business.

Objectives

- 1. Identify and illustrate the primary activities and information needs of managers and explain the role of the managerial accountant as a member of the management team; compare and contrast financial and managerial accounting;
- 2. Define and illustrate various cost terms, concepts, and behaviors, and evaluate their relevancy for different decision-making purposes;
- 3. Distinguish between product and period costs and prepare and evaluate a Schedule of Cost of Goods Manufactured, Schedule of Cost of Goods Sold, and Income Statement;
- 4. Prepare traditional and contribution-margin income statements and define related terms ****Requires** Critical Thinking**
- 5. Explain cost-volume-profit analysis, degree of operating leverage, and safety margin and employ each as an analytical tool; ****Requires Critical Thinking****
- 6. Describe the traditional types of product costing systems (including job-order and process), illustrate the flow of costs in each, and prepare related accounting records and reports;
- 7. Discuss the impact of technology on the business environment, its implications for product and service costs, and the development of activity-based costing and management; ****Requires Critical Thinking****
- 8. Explain the purposes of budgeting, prepare a master budget and its component schedules, and relate the budget to planning and control;
- 9. Explain the development and use of standard costs and flexible budgets, prepare and interpret variance analysis reports and relate them to responsibility accounting and control; **Requires Critical Thinking**
- 10. Explain the nature of and need for segment reporting and the relationship with cost, revenue, profit, and investment centers; prepare and analyze related segment reports;

- 11. Compare and contrast absorption costing and variable costing, prepare income statements using both methods, and reconcile the resulting net incomes; ****Requires Critical Thinking****
- 12. Define relevant costs and benefits and prepare analyses related to special decisions; ****Requires Critical Thinking****
- 13. Explain the nature of capital expenditure decisions and apply and evaluate various methods used in making these decisions; including the time value of money and
- 14. Identify the ethical implications inherent in managerial accounting and reporting and be able to apply strategies for addressing them. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Critical Thinking: a) Determine the informational needs for managerial decision making. b) Analyze information in addressing and evaluating business problems and issues.
- 2. Computation: Use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative (accounting) terms.
- 3. Technological Awareness and Communication: Select and use appropriate technological tools for understanding, analyzing and communicating accounting issues.

Methods of Instruction

- Laboratory Spreadsheet software and computerized accounting software for data input, analysis and reporting.
- Lecture/Discussion Lecture on chapter topics. Presentation of real-life examples to support chapter topics.

Assignments

Reading Assignments

Read Chapter 16 Job Order Costing pages 792 to 839. Prepare for in-class discussion and analysis. Writing Assignments

Journalize the entries to record the above transactions for Wildwing Entertainment Inc a manufacturer.

Determine the account balances in WIP and Finished Goods.

Prepare a schedule of unfinished jobs to support the WIP account.

Prepare a schedule of completed jobs to support the Finished Goods account.

Other Assignments

Using spreadsheet software complete Lab P17 JOB. Make sure to use formulas where appropriate.

Methods of Evaluation

- Exams
- Homework
- Laboratory Assignments
- Participation
- Problem Solving Exercises
- Quizzes
- Other
 - Manufacturing Business Project

Course Materials

Textbooks:

- 1. Warren Jones Tayler. *Financial and Managerial Accounting*, 15th ed. South Western Cengage Learning, 2018, ISBN: 9781337902663
- Equivalent text is acceptable
 Smith. Excel Applications for Accounting Principles, 4 ed. South Western Cengage Learning, 2012, ISBN: 9781111581565
 Equivalent text is acceptable

Software:

1. PKL Software. PKL Software.com, Algorithmic ed. Educational Web-Based Accounting Software

Other:

- 1. CengageNow Access Code
- 2. Practice Set / Project
- 3. Calculator

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AGRICULTURAL TECHNICIAN

CERT OF ACHIEVEMENT WITH 16-29.5 UNITS

Description

The agricultural technician certificate provides current students and graduates with the base knowledge and skills necessary to be successful in the evolving agriculture industry. The certificate will increase competencies in precision agriculture technologies and equipment, plant and soil science, hydrology and agriculture business. Completing the certificate qualifies the student to enter the professional job market in the public sector as well as the agriculture industry.

Program Learning Outcomes

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

- 1. Upon completion of this certificate, students will be able to connect basic agronomic fundamentals (soils, crops, water) to the needs of the industry in multiple capacities.
- 2. Upon completion of this certificate, students will be able to describe and apply computer based skills gained in advanced farming technologies and business application that increase efficiency in farming practices.
- 3. Upon completion of this certificate, students will be able to explain essential methods of daily or ongoing farm/ranch operation and maintenance.
- 4. Upon completion of this certificate, students will be able to demonstrate job readiness skills to obtain preferred employment in this progressive field upon graduation.

Program Requirements:

Required Courses		Course Block Units: (16 Required)
PLSCI20	Principles of Plant Science	3
PLSCI22	Introduction To Soils	3
AG4	Introduction to Agricultural Business	3
AG60	Preparing for 21st Century Agricultural Workforce	3
AG65	Introduction to Agriculture Technology	3
AG70	Precision Farming Systems	3
GNBUS30	Business Computer Applications	3
CWEE45A or	Occupational Work Experience-Volunteer	1
CWEE45B	Occupational Work Experience-Paid	1

Total: 16

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Yuba College Course Outline

Course Information

Course Number: PHYS 2A Full Course Title: General Physics Short Title: General Physics TOP Code: 1902.00 - Physics, General Effective Term: Spring 2013

Course Standards

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

Minimum Qualifications for Instructors

• Physics/Astronomy (Masters Required)

Course Description

Comprehensive study of physics, including mechanics, hydro-statics, thermodynamics and wave motion; equal emphasis placed on active participation of students' through wide range of interactive classroom techniques for qualitative understanding and quantitative problem solving. Intended primarily for non-physics and non-engineering science majors including life Science majors.

Conditions of Enrollment

Satisfactory completion of: MATH 21 CHEM 2A is recommended. Will help students with basic terminology.

Advisories

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

Content

Course Lecture Content

- 1. Mechanics
 - a. Equations of Motion-Kinematics
 - b. Newton's Laws
 - c. Statics and Dynamics
 - d. Gravity

- e. Momentum
- f. Energy
- g. Rotational Motion
- h. Wave Motion Vibrations, Interference
- 2. Thermodynamics
 - a. Temperature
 - b. Thre Laws of Thermodynamics
 - c. Ideal Gas Law
 - d. Specific Heat
 - e. Thermal Expansion
 - f. Archimedes Principle/Bernoulli's Equation
 - g. Heat and Heat Transfer
 - h. Ideal Gases Relative Humidity
 - i. Kinetic Theoryof Gases

Objectives

- 1. Perform unit conversion various systems of measurement.
- 2. Define and explain the kinematic equations of motion at the algebra level.
- 3. Define and explain vectors as applied to motion.
- 4. Define and explain the basic principles of mechanics and thermodynamics including Newton's laws, force, kinetic and potential energy, conservation of energy, linear momentun, impulse, conservation of momentum, circular motion, gravity, torque, angular momentum, conservation of angular momentum, states of matter, pressure, temperature, fluid mechanics, heat, thermal expansion, heat engines, the laws of thermodynamics, oscillations and sound.
- 5. Draw free body diagrams and apply them to physical systems.
- 6. Demonstrate understanding of the principles and laws of mechanics and thermodynamics by being able to solve 70% of a random selection of exercises and problems contained in the textbook for this course.
- 7. Applying the general principles of mechanics and thermodynamics using mathematical equations to solve textbook problems and exercises ****Requires Critical Thinking****

Student Learning Outcomes

- 1. Critical Thinking: Students will be able to analyze known variables and quantities in a physics problem to decide the correct laws of physics to apply to solve for unknown variables or quantities.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 2. Computation: Students will be able to apply and express the laws of physics as equations to compute the values of unknown variables and quantities in physics problems.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - 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 apply laws of physics to analyze real-life

problems.

- **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

- Lecture/Discussion
- Other

Group activities (such as problem solving in group, think-pair-share, quiz) during lecture.

Assignments

Reading Assignments

Reading and writing go simultaneously; students should complete the reading and writing assignment before attending lecture. Below is an example.

Honesty is expected in all assignments/exams. Write answers in your OWN words. Be careful about plagiarism. Your answers MUST be based on the textbook; you can always use other supporting resources for additional help. You should cite whatever additional resources used.

If you want to submit hand-drawn work (graphs, equations, etc) by taking photos of the work and uploading the images, that is acceptable so long as the work in the images is legible. [total word: at least 200 words]

1] Page-1 of the textbook describes "physics is one of the most fundamental of sciences". Write your views.

2] Write your views on the meaning of "theory" as given in page-2 of the textbook.

3] Rewrite an example based on 'idealized models' as given in page-3 of the textbook.

4] Based on page-4 (section 1.3) of the textbook, write examples of physical quantity.

(weight and height)

5] Based on page-4, why is SI system of measurement needed? Write a list of SI units.

6] Write a short-note on time and length including their definitions. (based on page 4 to 5)

7] Write the concept of "uncertainty" based on section 1.5 (page-8). What is the meaning of (a)56.47±0.02mm and (b) 47 ohms±10%?

8] If the thickness of the cover of a book is 2.91 mm, what will be its absolute uncertainty?

(0.01mm)

9] Solve with (a) $3.1416 \times 2.34 \times 0.58$ and (b) 27.152 + 138.2 - 11.74 with appropriate significant figure.

(4.3 two S.F; 153.6 one S.F)

Writing Assignments

Reading and writing go simultaneously; students should complete the reading and writing assignment before attending lecture. Below is an example.

Honesty is expected in all assignments/exams. Write answers in your OWN words. Be careful about plagiarism. Your answers MUST be based on the textbook; you can always use other supporting resources for additional help. You should cite whatever additional resources used.

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(weight and height)

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7] Write the concept of "uncertainty" based on section 1.5 (page-8). What is the meaning of (a)56.47±0.02mm and (b) 47 ohms±10%?

8] If the thickness of the cover of a book is 2.91 mm, what will be its absolute uncertainty? (0.01mm)

Methods of Evaluation

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

Course Materials

Textbooks:

1. Paul Peter Urone, Roger Hinrichs. *College Physics,* 1th ed. OpneStax, 2019, ISBN: 978-1-947172-01-2 Equivalent text is acceptable

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Yuba College Course Outline

Course Information

Course Number: PHYS 2B Full Course Title: General Physics Short Title: General Physics TOP Code: 1902.00 - Physics, General Effective Term: Spring 2013

Course Standards

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

Minimum Qualifications for Instructors

• Physics/Astronomy (Masters Required)

Course Description

Comprehensive study of physics, including electricity and magnetism, optics, atomic and nuclear physics, and relativity; equal emphasis placed on active participation of students' through wide range of interactive classroom techniques for qualitative understanding and quantitative problem solving. Intended primarily for non-physics and non-engineering science majors including life Science majors.

Conditions of Enrollment

Satisfactory completion of: PHYS 2A

Advisories

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

Content

Course Lecture Content

- 1. Electricity and Magnetism
 - a. Coulomb's Law Electrostatics
 - b. Capacitors and Inductors
 - c. Ohm's Law, Kirchoff's Laws Circuits
 - d. Electrical and Magnetic Instruments

- e. Electric and magnetic Fields
- f. Force on Charges in Fields
- g. Magnets and Earth's Magnetism
- h. CR, LR, LC, and LCR Circuits
- 2. Optics
 - a. Reflection, Refraction, and Diffraction
 - b. Operation of Lenses and Mirrors
 - c. Interference and Diffraction Gratings
 - d. Polarization of Light
 - e. Camera, the Eye, Microscopes and Telescopes
- 3. Relativity
 - a. Special and General Relativity
- 4. Atomic and Nuclear Physics
 - a. Dual Nature of Light
 - b. Photelectric Effect
 - c. Uncertainty Principle
 - d. Emission and Absorption Spectra
 - e. Coherent Light Lasers
 - f. Quantum numbers and Pauli Exclusion Principle
 - g. Nuclear Structure and Radioactive Decay
 - h. Fission and Fusion
 - i. Subatomic Particles

Objectives

- 1. Define Coulomb's law, Ohm's law, Kirchoff's laws, capacitor, inductor, electric field and magnetic field.
- 2. Explain the operation of ammeters, voltmeters, motors, generators, transformers and cathode ray tubes.
- 3. Analyze and solve basic electromagnetic circuits.
- 4. Define relection, refraction, diffraction, interference of waves, and polarization.
- 5. Define, compare, and contrast the operation of mirrors and lenses.
- 6. Explain the operation of cameras, the human eye, microscopes and telescopes.
- 7. Define, analyze, and apply the concepts of special and general relativity.
- 8. Analyze the dual nature of light.
- 9. Define, compare, and contrast emission and absorption spectra.
- 10. Identify and evaluate quantum numbers and apply them to the hydrogen atom and the periodic chart of the elements.
- 11. Analyze the structure of the nucleus.
- 12. Define, compare, and contrast fission and fusion.
- 13. Define and classify the subatomic particles.
- 14. Relate the above concepts in the analysis, evaluation, and synthesis of basic physics word problems using the mathematical tools of algebra and trigonometry.
- 15. Applying the general principles of mechanics and thermodynamics using mathematical equations to solve textbook problems and exercises ****Requires Critical Thinking****

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Student Learning Outcomes

- 1. Critical Thinking: Students will be able to analyze known variables and quantities in a physics problem to decide the correct laws of physics to apply to solve for unknown variables or quantities.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 2. Computation: Students will be able to apply and express the laws of physics as equations to compute the values of unknown variables and quantities in physics problems.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - 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 apply laws of physics to analyze real-life problems.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

- Lecture/Discussion
- Other

Group activities (such as problem solving in group, think-pair-share, quiz) during lecture

Assignments

Reading Assignments

Reading and writing go simultaneously; students should complete the reading and writing assignment before attending lecture. Below is an example.

Honesty is expected in all assignments/exams. Write answers in your OWN words. Be careful about plagiarism. Your answers MUST be based on the textbook; you can always use other supporting resources for additional help. You should cite whatever additional resources used.

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- 2] Write your views on the meaning of "theory" as given in page-2 of the textbook.
- 3] Rewrite an example based on 'idealized models' as given in page-3 of the textbook.

4] Based on page-4 (section 1.3) of the textbook, write examples of physical quantity. (weight and height)

- 5] Based on page-4, why is SI system of measurement needed? Write a list of SI units.
- 6] Write a short-note on time and length including their definitions. (based on page 4 to 5)

7] Write the concept of "uncertainty" based on section 1.5 (page-8). What is the meaning of (a)56.47±0.02mm and (b) 47 ohms±10%?

- 8] If the thickness of the cover of a book is 2.91 mm, what will be its absolute uncertainty? (0.01mm)
- 9] Solve with (a) 3.1416 × 2.34 × 0.58 and (b) 27.152 + 138.2 11.74 with appropriate significant figure. (4.3 two S.F; 153.6 one S.F)

Writing Assignments

Reading and writing go simultaneously; students should complete the reading and writing assignment before attending lecture. Below is an example.

Honesty is expected in all assignments/exams. Write answers in your OWN words. Be careful about plagiarism. Your answers MUST be based on the textbook; you can always use other supporting resources for additional help. You should cite whatever additional resources used.

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Methods of Evaluation

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

Course Materials

Textbooks:

1. Paul Peter Urone, Roger Hinrichs. *College Physics,* 1th ed. OpenStax, 2019, ISBN: 978-1-947172-01-2 **Equivalent text is acceptable**

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Yuba College Course Outline

Course Information

Course Number: PHYS 4A Full Course Title: Mechanics Short Title: Mechanics TOP Code: 1902.00 - Physics, General Effective Term: Spring 2012

Course Standards

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

Minimum Qualifications for Instructors

• Physics/Astronomy (Masters Required)

Course Description

Overview of the field of physics, its position and significance relative to the sciences, followed by a detailed study of mechanics. Primarily for architecture, chemistry, engineering, geophysics, and physics majors. Prerequisites: MATH 1A with a grade of "C" or better; MATH 1B (1B concurrent OK).

Conditions of Enrollment

Satisfactory completion of: MATH 1A; MATH 1B

Advisories

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

Content

Course Lecture Content

- 1. Measurement
- 2. Vectors
- 3. Motion in One and Two Dimensions
- 4. Particle Dynamics Newton's Laws
- 5. Work and Energy

- 6. Rotational Dynamics
- 7. Static Equilibrium
- 8. Oscillations Harmonic Motion
- 9. Gravitation
- 10. Fluid Mechanics
- 11. Wave Motion Sound

Course Lab/Activity Content

We will conduct about 14 laboratory experiments this semester related to the topics outlined below. Experiments may be added or deleted as we go through the semester to highlight the material covered in lectures.

- 1. Determining Human Reaction Time
- 2. Studying experimental uncertainties and their propagation
- 3. Adding vectors by different methods (analytical and graphical Methods)
- 4. Projectile motion
- 5. Newton's laws
- 6. Application of Newton's Laws
- 7. Circular Motion
- 8. Conservation of linear momentum
- 9. Statics
- 10. Exploring a new physical quantity
- 11. Experimental verification of Archimedes' Principle and determination of densities of metals
- 12. Vibrations
- 13. Latent heat determination
- 14. Specific heat determination

Objectives

- 1. Comprehend and apply vector analysis to provide a structure to physics problems involving mechanics and related concepts.
- 2. Create free-body diagrams showing the forces for each isolated body in a system and synthesize those free-body diagrams into the solutions for the motion of the system.
- 3. Comprehend and synthesize the basic laws of physics related to mechanics including Newton's Laws.
- 4. Analyze and solve arbitrary problems in mechanics (including particle dynamics and energy concepts), fluid mechanics, and wave motion using calculus and vectors to apply the correct basic laws of physics. **Requires Critical Thinking**
- 5. Perform experiments as outlined in the instructions, construct a simple apparatuses, operate such apparatuses to obtain the desired data.
- 6. Analyze and synthesize the laboratory data, compare and relate these results to the basic laws and concepts of Physics. ****Requires Critical Thinking****

Student Learning Outcomes

- 1. Students will be able to analyze known variables and quantities in a physics problem to decide the correct laws of physics to apply to solve for unknown variables or quantities.
- 2. Students will be able to apply and express the laws of physics as equations to compute the values of unknown variables and quantities in physics problems.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - 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. Students will be able to apply the principles of scientific inquiry in performing laboratory experiments to prove or demonstrate the laws of physics.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.
- 4. Upon completion of this course, students will be able to apply laws of physics to analyze real-life problems.
 - **Computation** Students will use appropriate mathematical concepts and methods to understand, analyze, and communicate issues in quantitative terms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
 - **Technological Awareness** Students will be able to select and use appropriate technological tools for personal, academic, and career tasks.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Group activities (such as problem solving in group, think-pair-share, quiz) during lecture.

• Other

Assignments

Reading Assignments

Reading and writing go simultaneously; students should complete the reading and writing assignment before attending lecture. Below is an example.

Honesty is expected in all assignments/exams. Write answers in your OWN words. Be careful about plagiarism. Your answers MUST be based on the textbook; you can always use other supporting resources for additional help. You should cite whatever additional resources used.

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3] Rewrite an example based on 'idealized models' as given in page-3 of the textbook.

4] Based on page-4 (section 1.3) of the textbook, write examples of physical quantity.

(weight and height)

5] Based on page-4, why is SI system of measurement needed? Write a list of SI units.

6] Write a short-note on time and length including their definitions. (based on page 4 to 5)

7] Write the concept of "uncertainty" based on section 1.5 (page-8). What is the meaning of (a)56.47±0.02mm and (b) 47 ohms±10%?

8] If the thickness of the cover of a book is 2.91 mm, what will be its absolute uncertainty?

(0.01mm)

9] Solve with (a) $3.1416 \times 2.34 \times 0.58$ and (b) 27.152 + 138.2 - 11.74 with appropriate significant figure.

(4.3 two S.F; 153.6 one S.F)

Writing Assignments

Reading and writing go simultaneously; students should complete the reading and writing assignment before attending lecture. Below is an example.

Honesty is expected in all assignments/exams. Write answers in your OWN words. Be careful about plagiarism. Your answers MUST be based on the textbook; you can always use other supporting resources for additional help. You should cite whatever additional resources used.

If you want to submit hand-drawn work (graphs, equations, etc) by taking photos of the work and uploading the images, that is acceptable so long as the work in the images is legible. [total word: at least 200 words]

1] Page-1 of the textbook describes "physics is one of the most fundamental of sciences". Write your views.

2] Write your views on the meaning of "theory" as given in page-2 of the textbook.

3] Rewrite an example based on 'idealized models' as given in page-3 of the textbook.

4] Based on page-4 (section 1.3) of the textbook, write examples of physical quantity.

(weight and height)

5] Based on page-4, why is SI system of measurement needed? Write a list of SI units.

6] Write a short-note on time and length including their definitions. (based on page 4 to 5)

7] Write the concept of "uncertainty" based on section 1.5 (page-8). What is the meaning of (a)56.47±0.02mm and (b) 47 ohms±10%?

8] If the thickness of the cover of a book is 2.91 mm, what will be its absolute uncertainty?

(0.01mm)

9] Solve with (a) $3.1416 \times 2.34 \times 0.58$ and (b) 27.152 + 138.2 - 11.74 with appropriate significant figure.

(4.3 two S.F; 153.6 one S.F)

Methods of Evaluation

• Exams

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

Course Materials

Textbooks:

1. Serway and Jewett. Physics for Scientists and Engineers with modern physics, 9th ed. Cengage Learning, 2015, ISBN: 978-1305401969

Equivalent text is acceptable

- 2. Loyd. Physics Laboratory Manual Volume 10, ed. Thomson Learning, 2008, ISBN: -
- 3. Appel, Gastineau, Bakken, Vernier and Sorensen. Physics with Computers, 3rd ed. Vernier Software and Technology, 0, ISBN: 1-929075-29-4

Equivalent text is acceptable

4. Young and Freedman. University physics with modern physics, 15th ed. Pearson, 2019, ISBN: 978-0135159552

Equivalent text is acceptable

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Yuba College Course Outline

Course Information

Course Number: ENGL 36 Full Course Title: American Ethnic Voices Short Title: Amer Ethnic Voices TOP Code: 1503.00 - Comparative Literature* Effective Term: Fall 2015

Course Standards

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

Minimum Qualifications for Instructors

• English (Masters Required)

Course Description

Survey of selected American ethnic writers of African, European, Native American, Central/South American, Mexican-American, Asian, and Middle Eastern descent, focusing on how these writings contribute to the dialogue of American voices and how the writings both reflect and shape a definition of American Culture.

Conditions of Enrollment

Advisories

• Language - recommended eligibility for English 1A

Content

Course Lecture Content

- 1. Factors contributing to ethnic identity in America
 - a. Home
 - b. Family traditions
 - c. Langauge as cultural expression
 - d. Cultural roots
- 2. Ethnic writers' reflections on the experience of being "other" in America
 - a. Views of cultural boundaries
 - i. ethnocentrism

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- ii. racism
- b. Boundary crossings or cultural blurring
- 3. Definitions of American Culture
 - a. Questions involving American ethnicity and culture
 - b. What conditions unify Americans?
 - c. What value does ethnic diversity have in America?
 - d. Can Americans retain ethnic identity and still have an American identity?

Objectives

- 1. Analyze works of literature by writers in their own unique cultural and historical contexts. ****Requires** Critical Thinking**
- 2. Recognize persistent themes in the works of ethnic and immigrant authors.
- 3. Use literature as a means for identifying and understanding patterns of inclusion and exclusion in American history and culture. **Requires Critical Thinking**
- 4. Foreground issues of ethnic and cultural identity when analyzing works of literature. ****Requires Critical Thinking****
- 5. Relate the literature of the authors studied to his or her own experiences and thus have a richer understanding of similarities and differences between Americans of diverse backgrounds.
- 6. Appreciate ethnic diversity as a key component of the American experience as expressed in literature.
- 7. Examine the ways that individual and group identity is constructed and contested in works by Ethnic American authors. ****Requires Critical Thinking****

Student Learning Outcomes

- 1. Upon completion of the course, students will identify connections between works of literature produced by writers of different backgrounds.
 - **Global Awareness** Students will articulate similarities and differences among cultures, times, and environments, demonstrating an understanding of cultural pluralism and knowledge of global issues.
- 2. Upon completion of this course, students will demonstrate the ability to produce a well thought-out, critical analysis of a work of literature.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 3. Upon completion of the course, students will use literary works to articulate the social, cultural, ethnic, and/or economic conditions that affect people of American ethnic and cultural groups historically and/or contemporaneously.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **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

Distance Education

Delivery Methods

- Online
- Hybrid
 - Some lecture hours will be online
- Broadcast Education

Assignments

Reading Assignments Writing Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

1. Paul Lauter et al. *The Heath Anthology of American Literature Vol E,* 7th ed. Heath , 2014, ISBN: 1133310265

Equivalent text is acceptable

- Jessica Hagedorn. Charlie Chan Is Dead 2: At Home in the World (An Anthology of Contemporary Asian American Fiction--Revised and Updated), 1st ed. Penguin, 2004, ISBN: 0142003905
 Equivalent text is acceptable
- 3. Ilan Stavans et al. The Norton Anthology of Latino Literature, 1st ed. Norton, 2011, ISBN: 978-0-393-97532-1
 - Equivalent text is acceptable
- Henry Louis Gates, Jr. et al. The Norton Anthology of African American Literature, Vol 2, 3rd ed. Norton, 2014, ISBN: 978-0-393-92370-4
 Equivalent text is acceptable

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Yuba College Course Outline

Course Information

Course Number: PSYCH 46 Full Course Title: Introduction to Abnormal Psychology Short Title: Abnormal Psychology 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 or Pass/No Pass

Minimum Qualifications for Instructors

• Psychology (Masters Required)

Course Description

This course introduces the scientific study of psychopathology and atypical behaviors, broadly defined. Students investigate abnormal behavior from a variety of perspectives including biological, psychological, and sociocultural approaches. An integrative survey of theory and research in abnormal behavior, and intervention and prevention strategies for psychological disorders are also introduced.

Content

Course Lecture Content

- 1. Psychopathology and Mental Disorders: Historical, Cultural, Social, Scientific, and Ethical Considerations
- 2. Issues in classification and diagnosis
 - a. DSM-5 (or current edition)
 - b. Cultural sensitivity
- 3. Introduction to Clinical Assessment Procedures
- 4. Research Methodology in Psychopathology
 - a. Descriptive, epidemiological, experimental and single-subject research designs
- 5. Theories and Paradigms in Psychopathology
 - a. Biological paradigm
 - b. Psychodynamic paradigm
 - c. Humanistic and existential paradigm
 - d. Behavioral/learning paradigm

- e. Cognitive paradigm
- 6. Psychological Disorders (characteristics, etiology, and treatment):
 - a. Anxiety disorders
 - b. Somatoform and Dissociative Disorders
 - c. Mood Disorders
 - d. Schizophrenia
 - e. Substance-related Disorders
 - f. Personality Disorders
 - g. Sexual Dysfunctions and Gender Issues
 - h. Disorders of Childhood and Adolescence
 - i. Eating Disorders

Objectives

- 1. Define and use basic biological and psychological terminology to describe psychopathology and atypical behavior and mental processes.
- 2. Compare and contrast the various theoretical perspectives on etiology and implications for treatment of various psychological disorders. **Requires Critical Thinking**
- 3. Summarize the major disorder classifications and give concrete examples using appropriate diagnostic terminology (i.e., DSM)..
- 4. Explain specific research methods and the ethical principles for the study and treatment of psychopathology ****Requires Critical Thinking****

Student Learning Outcomes

- 1. Upon completion of this course, the student should be able to demonstrate understanding of the symptoms and signs of major categories in the current DSM.
 - Scientific Awareness Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.
- 2. Upon completion of this course, the student should be able to describe the major psychological disorders
 - 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, the student should be able to demonstrate understanding of the difference between normal and abnormal psychological behavior
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 4. Upon completion of this course, the student should be able to demonstrate knowledge of cultural differences related to mental health issues
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

Methods of Instruction

Lecture/Discussion

Assignments

Reading Assignments

After reading one book from the recommended list below write a 2-page (double spaced) reflection paper. DO NOT SUMMARIZE the text, but rather I want to hear how you experienced the reading and what questions or thoughts you are left with. I am interested in your experience of it and what it conjured up for you. How did the book impact you, what questions/thoughts did it evoke, and what relevance does it have for working with people who are suffering. Thus you may use "I" in this paper, but remember that I am expecting you to focus on your reaction to specific details or scenes of the book as they pertain to Abnormal Psychology.

Gorenstein, E. & Comer R. J. (2001). Case Studies in Abnormal Psychology. New York: Worth Publishers.

Lachenmeyer, Nathaniel (2000). The Outsider: A journey into my father's struggle with madness. New York: Broadway Books.

Lamb, Wally (anything he's written!)

Rogers, A. (1995). A Shining Affliction: A Story of Harm and Healing in Psychotherapy. New York: Penguin Books.

Saks, Oliver (anything he's written!)

Saks, E. (2007). The Center Cannot Hold: My Journey Through Madness. New York: Harper & Row Publishers.

Walls, J. (2005). The Glass Castle: A Memoir. New York: Simon and Schuster, Inc.

The case study writing assignment is worth 20% of your final grade. The purpose of the assignment is for students to apply what they learn in the course to a clinical case. The assignment will involve: reading a description of a hypothetical clinical case that involves the types of problems covered in this course and answering several critical thinking questions about the specific case. Cases will be posted on Blackboard, along with the rubric that will be used to grade them. The entire assignment should consist of no more than 4-5 doublespaced, typed pages using 12-point font with 1-inch margins all around. Put your name and student ID numberat the top of the assignment and number your responses to the questions posed. The case study writing assignment must be submitted via Blackboard (no emails accepted) and is due according to the staggered schedule based on the first letter of your last name, below. Make sure to select the specific case that is assigned to you. The case study writing assignment is worth 20% of your final grade. The purpose of the assignment is for students to apply what they learn in the course to a clinical case. The assignment will involve: reading a description of a hypothetical clinical case that involves the types of problems covered in this course and answering several critical thinking questions about the specific case. Cases will be posted on Blackboard, along with the rubric that will be used to grade them. The entire assignment should consist of no more than 4-5 doublespaced, typed pages using 12-point font with 1-inch margins all around. Put your name and student ID numberat the top of the assignment and number your responses to the guestions posed. The case study writing assignment must be submitted via Blackboard (no emails accepted) and is due according to the staggered schedule based on the first letter of your last name, below. Make sure to select the specific case that is assigned to you.

Writing Assignments

Research Paper: You will identify a topic in abnormal psychology (of interest to you) as the basis of a research paper. The key to this assignment is finding a topic that is intrinsically interesting to you and that you can write passionately about. The primary idea behind the paper is to find something of interest, dig into the research, and intelligently communicate what you find. The goal of this assignment is to critically evaluate a current issue in abnormal psychology. The paper will be 10 to 12 pages long (NOT including title and reference pages). Your information should ONLY come from peer-reviewed research articles, books, and other primary resources. Your paper should be written and referenced using APA style. A preliminary concept description and draft will be due during the semester (see Tentative Schedule). A more comprehensive rubric will be provided in class. **Other Assignments**

Abnormal Psychology in the Media: Find several sources of information in the media (e.g., newspaper, talk shows, TV programs, films etc.) that deal directly with mental illness. Discuss the quality of the coverage, the accuracy/inaccuracy of the images presented, the assumptions made about mental illness, and an overall evaluation of the coverage. Be scientific, back up your arguments with research literature. How does this coverage affect those suffering from the particular form of mental illness covered? Could you present the information in a better way? How?

Methods of Evaluation

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

Course Materials

Textbooks:

- 1. Sue, Sue, Sue, & Sue. Understanding Abnormal Behavior, 11 ed. Cengage, 2015, ISBN: 978-1305088061
- 2. Comer & Comer. *Fundamentals of Abnormal Psychology,* 9th ed. Worth, 2019, ISBN: 978-1319126698 Equivalent text is acceptable
- 3. Kring. Johnson, Davison, & Neale. *Abnormal Psychology: The Science and Treatment of Psychological Disorders*, 13 ed. Wiley, 2017, ISBN: 978-1119378792

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Yuba College Course Outline

Course Information

Course Number: MUSIC 1A Full Course Title: Music Theory I Short Title: Music Theory I TOP Code: 1004.00 - Music, General Effective Term: Fall 2015

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

• Music (Masters Required)

Course Description

In this course, students will review the fundamentals of music, including notation, rhythm and meter, basic properties of sound, intervals, scales and chords, and incorporate and develop those concepts through guided composition and analysis. Complete cadential formulae, phrase structure analysis, chord function theory, and four-part voice-leading principles will be covered, using tonal music examples from history and global culture. History and social context of the above concepts will be discussed. Development of skills in handwritten notation is expected. Required of all music majors and minors. Concurrent enrollment in MUS 1C Musicianship I is required.

Conditions of Enrollment

Concurrent enrollment in MUSIC 1C Musicianship I is required; Concurrent enrollment in MUSIC 41A Elementary Piano is strongly advised.

Advisories

• Language - recommended eligibility for English 1A

Content

Course Lecture Content

- 1. Music fundamentals review:
 - a. Meter and duration

- b. Scales
- c. Intervals
- d. handwritten notation of pitch and rhythm
- e. simple and compound meters
- f. the basic properties of sound
- g. key signatures
- h. diatonic scales
- i. diatonic triads
- j. Roman numeral analysis
- 2. Tonic and Dominant I: Cadences and phrase structure
- 3. Tonic and Dominant II:
 - a. Part-writing procedures
 - b. Melody harmonization
- 4. Sub-dominant Triad
- 5. Periodocity in formal structures
- 6. The system of C clefs
- 7. The Dominant seventh
- 8. figured bass
- 9. non-harmonic tones
- 10. Principles of SATB (4-part) chorale writing

Objectives

- 1. Demonstrate the principles of harmonic movement and part-writing procedures in diatonic harmony using SATB (4-part) diatonic harmony. ****Requires Critical Thinking****
- Analyze simple short pieces of music in different styles and from diverse cultures with regard to melodic and rhythmic phrase structure, diatonic chord progressions, cadences, and overall form. **Requires Critical Thinking**
- 3. Solve problems in figuered-bass realization and melody harmonization. **Requires Critical Thinking**
- 4. Determine the most effective harmonization among several possible choices ****Requires Critical Thinking****
- 5. Differentiate and identify various formal musical structures
- 6. Write and identify all major and minor scales and key signatures.
- 7. Transpose a melody to any given key.
- 8. Visually identify and construct all melodic and harmonic intervals within an octave.
- 9. Write and identify any triad in root position and inversion.
- 10. Identify simple and compound meters.
- 11. Identify cadences, including perfect authentic, imperfect authentic, half, plagal and deceptive.
- 12. Identify phrases and periods in notated music.

Student Learning Outcomes

1. Upon completion of this course, students will demonstrate mastery of music fundamentals, including all intervals within one octave, all major and minor scales, key signatures, phrase and period structures, simple and compound meters, diatonic triads in any position, dominant seventh chord, and transposition.

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- **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, students will analyze the harmonic progression and non-harmonic tones of a musical passage that contains tonic, subdominant, dominant and dominant seventh chords.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 3. Upon completion of this course, students will realize a simple figured bass passage and construct a 4-part harmony, using effective voice leading and rules of common practice harmonization.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

Lecture/Discussion

Assignments

Reading Assignments

Read Chapter 3 and complete the exercises at the end of the chapter. **Other Assignments** Complete the exercises provided to identify intervals of pitches.

Methods of Evaluation

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

Course Materials

Textbooks:

- 1. Robert W. Ottman. *Elementary Harmony*, latest ed. Prentice Hall, 1998, ISBN: 0-13-281610 Equivalent text is acceptable
- Marvin and Clendinning. The Musician's Guide to Theory and Analysis, 3rd or latest ed. W. W. Norton, 2016, ISBN: 978-0-393-28990-9
 Equivalent text is acceptable
- Kostka, Payne, and Almen. *Tonal Harmony*, 8th or later ed. McGraw Hill, 2018, ISBN: 9781259447099
 Equivalent text is acceptable
- 4. Benward and Saker. *Music in Theory and Practice Vol. 1,* 10th ed. ed. McGraw Hill, 2020, ISBN: 9781260055825
 - Equivalent text is acceptable
- 5. Aldwell, et al.. *Harmony and Voice Leading*, 5th ed. Engage, 2019, ISBN: 978-1-337-56057-3 Equivalent text is acceptable

Other:

1. Workbook for Tonal Harmony by Kostka (ISBN: 9781259686764) 2018, equivalent workbooks or instructor-produced handouts.

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Yuba College Course Outline

Course Information

Course Number: MUSIC 1B Full Course Title: Music Theory II Short Title: Music Theory II TOP Code: 1004.00 - Music, General Effective Term: Fall 2015

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

• Music (Masters Required)

Course Description

Continuation of concepts from Music 1A. Study of diatonic harmony with an introduction to secondary dominants and elementary modulation, two-part counterpoint, voice leading involving SATB chorale writing, diatonic harmony and an introduction to secondary chords and modulation. Exercises in part-writing, figured-bass, analysis and melody harmonization. Required of all music majors and minors. (L)

Conditions of Enrollment

Satisfactory completion of: MUSIC 1A Concurrent enrollment in MUS 1D Musicianship II is required; concurrent enrollment in MUS1E Keyboard Harmony I is strongly advised.

Content

Course Lecture Content

This course resides in a sequence, and elements of this course may appear in another course within the sequence.

- 1. Diatonic chords and inversions
- 2. Harmonic Progression
- 3. Super-tonic and leading tone Triads
- 4. Seventh Chords: Dominant and Super-tonic
- 5. Non-harmonic tones
- 6. Sub-mediant and Mediant Triads

- 7. Formal Structural Units, cadences and phrase structure
- 8. Minor Dominant and Sub-tonic Triads
- 9. Secondary/applied chords
- 10. Non-dominant 7th chords
- 11. Introduction to two-part counterpoint
- 12. Voice leading involving SATB chorale writing
- 13. Modulation (closely related keys, foreign keys; pivot (common chord) and alternate techniques
- 14. Small forms: binary and ternary

Objectives

- 1. Demonstrate the principles of harmonic movement and part-writing procedures in diatonic harmony that include elementary modulation.
- 2. Analyze representative musical excerpts from the common practice period.
- 3. Solve problems in figured-bass realization and melody harmonization. **Requires Critical Thinking**
- 4. Determine the most effective harmonization among several possible choices. ****Requires Critical Thinking****
- 5. Compose music using musical elements included in course content. **Requires Critical Thinking**
- 6. Analyze form and harmony using non-dominant 7th chords, diatonic and modulating sequences, and modulation to closely related keys.
- 7. Write and identify any 7th chord in any position, root or inversion.
- 8. Analyze simple music in binary and/or ternary form. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, students will analyze a musical example containing all types of diatonic triads and 7th chords including inversions in a major key and identify harmonic progression and non-chord tones.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, students will analyze musical example containing secondary/applied chords and modulation.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 3. Upon completion of this course, students will compose a short piece of music in two parts, using two-voice contrapuntal principles.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

Assignments

Reading Assignments

Other Assignments

Complete a harmonic analysis of a given musical example, noting the chord identification with proper inversion and non-chordal tones.

Methods of Evaluation

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

Course Materials

Textbooks:

- 1. Robert W. Ottman. *Elementary Harmony,* latest ed. Prentice Hall, 2000, ISBN: 0-13-083339-8 Equivalent text is acceptable
- Marvin and Clendinning. The Musician's Guide to Theory and Analysis, 3rd or latest ed. W. W. Norton, 2016, ISBN: 978-0-393-28990-9
 - Equivalent text is acceptable
- 3. Kostka, Payne, and Almen. *Tonal Harmony,* 8th or latest ed. McGraw Hill, 2018, ISBN: 9781259447099 Equivalent text is acceptable
- 4. Benward and Saker. *Music in Theory and Practice Vol. 1,* 10th ed. McGraw Hill, 2020, ISBN: 9781260055825
 - Equivalent text is acceptable
- 5. Aldwell, et al.. *Harmony and Voice Leading,* 5th or latest ed. Cengage, 2019, ISBN: 978-1-337-56057-3 Equivalent text is acceptable

Other:

1. Workbook for Tonal Harmony by Kostka (ISBN: 9781259686764) 2018, equivalent workbooks or instructor-produced handouts.

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Yuba College Course Outline

Course Information

Course Number: MUSIC 1C Full Course Title: Musicianship I Short Title: Musicianship I TOP Code: 1004.00 - Music, General Effective Term: Fall 2018

Course Standards

Course Type: Credit - Degree Applicable Units: 1.0 Total class hours: 54.0 Total contact hours in class: 36.0 Lecture hours: 9.0 Lab hours: 27.0 Hours outside of class: 18.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Music (Masters Required)

Course Description

This course applies and develops the rhythmic, melodic, and harmonic materials of Music Theory I through ear training, sight singing, analysis, and dictation. Required of all music majors and minors. Concurrent enrollment in MUSIC 1A Theory I is required.

Conditions of Enrollment

Concurrent enrollment in MUSIC 1A Music Theory I is required; Concurrent enrollment in MUSIC 41A Elementary Piano is strongly advised.

Content

Course Lecture Content

Sight-singing, aural identification and dictation involving the following contents:

- 1. Melodic and Harmonic
 - a. Major and minor melodies including leaps within primary triads
 - b. Common melodic patterns such as scales, arpeggios, non-chord tones (passing and neighbor tones), etc.
 - c. Simple phrase structure in simple melodic forms
 - d. Tendency tones and hearing melody within a harmonic context
 - e. Identification and singing of intervals within an octave

- f. Identification of triads and dominant 7th chord qualities and inversions
- 2. Rhythmic
 - a. Variety of common simple and compound meters in various tempos
 - b. Common rhythmic patterns using division of the beat
 - c. Common dotted patterns within the division of the beat
- 3. Solfege
 - a. Fixed-Do and Movable-Do systems
 - b. Major and minor syllables
- 4. Conducting
 - a. 2-, 3-, and 4-beat patterns
 - b. Singing melodic exercises while conducting
 - c. Singing rhythmic exercises while conducting
- 5. Two- or Three-part Performance
 - a. Sight-reading rhythmic exercises
 - b. Singing and clapping rhythms
 - c. Singing canons, duets and trios
- 6. Error Detection
 - a. Detect errors in rhythm, pitch and/or solfege

Course Lab/Activity Content

Apply lecture contents to ear training by practicing and performing sight-singing/reading, aural identification and taking dictation.

- a. Rhythmic dictation practice
- b. Practice common rhythmic patterns using division of the beat
- c. Practice sight-reading music in two or more parts
- d. Practice simple exercises while conducting
- e. Practice detecting errors in rhythm and/or pitch

Objectives

- 1. Demonstrate understanding of key signatures and major and minor keys through singing the solfege on melodies in various keys **Requires Critical Thinking**
- 2. Demonstrate rhythmic reading skills using a counting system.
- 3. Demonstrate skills in aural perception through sight-singing, rhythmic dictation and melodic dictation exercises. **Requires Critical Thinking**
- 4. Orally realize rhythmic and melodic notation without the aid of an instrument. ****Requires Critical Thinking****
- 5. Sing an unknown melody vocally, without the aid of an instrument. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, students will orally realize an unknown simple diatonic melody by singing the correct intervals with appropriate solfege syllables and the correct rhythms.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.

- **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, students will take dictation of an unknown melody, and write down the correct pitches and rhythms using the appropriate music notation idiom.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- Laboratory
- Lecture/Discussion
- Studio/Activity
- Other Demonstration and performance.

Assignments

Reading Assignments

Read chapter 3 and clap and sing the rhythmic exercises. **Other Assignments** Complete the ear training drills for various intervals.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Thomas E. Benjamin. *Music for Sight-Singing,* 6 or latest ed. Cengage/Schirmer, 2013, ISBN: 978-1133307976

Equivalent text is acceptable

- 2. Berkowitz, S. et al.. A New Approach to Sight Singing, 6th or latest ed. W. W. Norton, 2017, ISBN: 978-0-393-28491-1
 - Equivalent text is acceptable
- 3. Rogers & Ottman. *Music for Sight Singing,* 10th or latest ed. Pearson, 2019, ISBN: 9780134475431 Equivalent text is acceptable
- 4. Benward and Kolosick. *Ear Training, Revised,* 7th or latest ed. McGraw Hill, 2010, ISBN: 9780073401362 **Equivalent text is acceptable**
- 5. Horvit, M., et al.. *Music for Ear Training,* 4th or latest ed. Cengage, 2020, ISBN: 9780357106846 Equivalent text is acceptable

Software:

 Sibelius Educational Suite. AVID, Latest student version ed. Music notation system; listed on C-ID sample textbooks
 Equivalent text is acceptable 2. *Aurelia.* Aurelia, Latest student version ed. AVID technology; listed in C-ID sample textbooks. **Equivalent text is acceptable**

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Yuba College Course Outline

Course Information

Course Number: MUSIC 1D Full Course Title: Musicianship II Short Title: Musicianship II TOP Code: 1004.00 - Music, General Effective Term: Fall 2015

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: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Music (Masters Required)

Course Description

This course applies and develops the rhythmic, melodic, and harmonic materials of Music Theory II through ear training, sight singing, Continuation of Music 1C. Required of all music majors and minors. Concurrent enrollment in MUS 1B Music Theory II is required.

Conditions of Enrollment

Satisfactory completion of: MUSIC 1C and Concurrent enrollment in MUSIC 1B is required.

Content

Course Lecture Content

This course resides in a sequence, and elements of this course may appear in another course within the sequence. Emphases on sight-singing, ear-training, aural analysis and dictation.

- 1. Melodic and Harmonic
 - a. Continued incorporation of fundamental patterns from MUS 1C Musicianship I
 - b. Major and minor keys including leaps within all diatonic triads and the V7
 - c. Expanded phrase structure within simple melodic forms
 - d. Common diatonic chord progressions with inversions
- 2. Rhythmic
 - a. Common rhythmic patterns using the subdivision of the beat



- b. Common dotted patterns up to the subdivision of the beat
- c. Triplets at the division level
- 3. Solfege
 - a. Functions of movable-do syllables in major and minor keys
 - b. Application of solfege to sight-singing
- 4. Conducting
 - a. Conducting correct patterns while sight-singing given melodic or rhythmic exercises
- 5. Two- and Three-part Performance
 - a. Sight-reading two-part rhythmic exercises with a partner
 - b. Singing and clapping rhythms in simple and compound meters
 - c. Singing canons, duets and trios
- 6. Error Detection
 - a. Detect less obvious errors in rhythm, pitch and/or solfege.

Course Lab/Activity Content

Application of lecture contents to performing sight-singing, ear-training exercises identifying common melodic patterns, intervals, chord qualities and simple chord progressions, and taking melodic and harmonic dictations.

Objectives

- 1. Demonstrate skills in aural perception by completing harmonic dictation and analysis in major and minor keys containing common diatonic chord progressions with inversions. ****Requires Critical Thinking****
- 2. Analyze and sight-sing conjunct melodies containing leaps within diatonic triads and the dominant 7th in major and minor keys by using solfege. **Requires Critical Thinking**
- 3. Demonstrate rhythmic reading skills by performing rhythms with subdivided beats in simple and compound time, including dotted rhythmic patterns.
- 4. Aurally identify melodic and harmonic intervals up to 9th, and chord qualities including major, minor, diminished and augmented triads and V7 chord.

Student Learning Outcomes

- 1. Upon completion of this course, students will orally realize an unknown diatonic melody containing triadic leaps and dotted rhythmic patterns by singing the correct intervals with appropriate solfege syllables and the correct rhythms.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, students will take dictation of two-voice melodic counterpoint, and write down the correct pitches and rhythms using the appropriate notation idiom.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 3. Upon completion of this course, students will take dictation of common diatonic chord progressions with inversions by writing the correct pitches of the chords and the appropriate Roman numeral identification.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Other Assignments

- 1. Analyze the given sight-singing exercise on the following points:
 - Key and modality
 - Meter and tempo
 - Phrase periodicity
 - Cadential figures
 - Melodic intervals, especially of leaps
 - Appropriate Solfege syllables in the given key
 - Rhythmic divisions and subdivisions
- 2. Count the beats and clap the correct rhythm, figuring out and correcting any tricky rhythmic patterns.
- 3. Sing the melody on Solfege by finding the correct interval from note to note.
- 4. Sing the melody with the correct solfege, intervals, and the rhythm.

Methods of Evaluation

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

Course Materials

Textbooks:

1. Benjamin, Horvit and Nelson. *Music for Sight Singing,* latest ed. Schirmer/Cengage, 2013, ISBN: 978-1133307976

Equivalent text is acceptable

- 2. Berkowitz, S. et al.. A New Approach to Sight Singing, 6th or latest ed. W. W. Norton, 2017, ISBN: 978-0-393-28491-1
 - Equivalent text is acceptable
- 3. Rogers & Ottman. *Music for Sight Singing,* 10th or latest ed. Pearson, 2019, ISBN: 9780134475431 Equivalent text is acceptable
- 4. Benward and Kolosick. *Ear Training, Revised*, 7th or latest ed. McGraw Hill, 2010, ISBN: 9780073401362 Equivalent text is acceptable

Software:

1. *Sibelius Educational Suite.* AVID, Latest student version ed. Music notation system; listed on C-ID sample textbooks

Equivalent text is acceptable

2. *Aurelia.* AVID, Latest student version ed. AVID technology; listed in C-ID sample textbooks **Equivalent text is acceptable**

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Yuba College Course Outline

Course Information

Course Number: MUSIC 2A Full Course Title: Music Theory III Short Title: Music Theory III TOP Code: 1004.00 - Music, General Effective Term: Fall 2015

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

• Music (Masters Required)

Course Description

This course incorporates the concepts from Music Theory II through guided composition and analysis, the course will include more advanced chromatic chord functions and voice-leading. Required of all music majors. Concurrent enrollment in Musicianship III is required.

Conditions of Enrollment

Satisfactory completion of: MUSIC 1B and Concurrent enrollment in MUSIC 2C Musicianship III is required; Concurrent enrollment in MUSIC 2E Keyboard Harmony II is strongly advised.

Content

Course Lecture Content

This course resides in a sequence, and elements of this course may appear in another course within the sequence.

- 1. Overview of larger forms including rondo and sonata-allegro forms
- 2. Modulation (review and further procedures)
 - a. tonal relationships
 - b. pivot chords
 - c. sequence, both diatonic and modulating
 - d. secondary chords and tonal levels as prolongation
- 3. Borrowed chords/modal mixture

- 4. Neapolitan and augmented-sixth chords
- 5. Chromatic mediants
- 6. 9th, 11th, and 13th chords
- 7. Altered chords
- 8. Extended part-writing procedures

Objectives

- 1. Demonstrate the principles of harmonic movement and part-writing procedures in chromatic harmony, including secondary dominant and fully diminished 7th chords in root position and inversion.
- Write and analyze more complex excerpts from the common practice period, including borrowed chords, secondary chords, diatonic sequences and modulating sequences in root position and inversion.
 Requires Critical Thinking
- 3. Use secondary 7th chords, borrowed and modal mix chords, including secondary chords in root position and inversion, and solve problems in figured-bass realization and melody harmonization using these chords. ****Requires Critical Thinking****
- 4. Compose original examples illustrating stylistic practice which includes the musical elements included in the course content. **Requires Critical Thinking**
- 5. Analyze the form of music which uses binary, ternary, rondo and sonata-allegro forms. ****Requires** Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, students will analyze musical examples containing borrowed chords, Neapolitan or augmented-sixth chords, and/or altered chords.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, students will write 4-part harmonic progression using proper way to resolve chromatic and altered chords in context.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 3. Upon completion of this course, students will analyze and identify various formal structures, including binary, ternary, rondo and sonata-allegro forms.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

Lecture/Discussion

Assignments

Reading Assignments Other Assignments

Methods of Evaluation

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

Course Materials

Textbooks:

- 1. Robert W. Ottman. *Advanced Harmony,* latest ed. Prentice Hall, 2000, ISBN: 0-13-083339-8 **Equivalent text is acceptable**
- Marvin and Clendinning. The Musician's Guide to Theory and Analysis, 3rd or latest ed. W. W. Norton, 2016, ISBN: 978-0-393-28990-9
 Equivalent text is acceptable
- 3. Kostka, Payne, and Almen. *Tonal Harmony,* 8th or latest ed. McGraw Hill , 2018, ISBN: 9781259447099 Equivalent text is acceptable
- 4. Benward and Saker. *Music in Theory and Practice Vol. 2,* 10th or latest ed. McGraw Hill, 2021, ISBN: 9781260493559
 - Equivalent text is acceptable
- 5. Aldwell, et al.. *Harmony and Voice Leading,* 5th or latest ed. Cengage, 2019, ISBN: 978-1-337-56057-3 Equivalent text is acceptable

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Yuba College Course Outline

Course Information

Course Number: MUSIC 2B Full Course Title: Music Theory IV Short Title: Music Theory IV TOP Code: 1004.00 - Music, General Effective Term: Fall 2015

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

• Music (Masters Required)

Course Description

This course incorporates the concepts from Music Theory III. Through guided composition and analysis, the course will include late Romantic, neo-Romantic, and Modernist harmonic and rhythmic structures and techniques. Required of all music majors. Concurrent enrollment in MUSIC 2D Musicianship IV is required.

Conditions of Enrollment

Satisfactory completion of: MUSIC 2A and Concurrent enrollment in MUSIC 2D Musicianship IV is required.

Content

Course Lecture Content

This course resides in a sequence, and elements of this course may appear in another course within the sequence.

- 1. Altered chords and dominants, borrowed chords, modal mixture, Neapolitan sixths, and Augmented-sixth chords review
- 2. Enharmonic reinterpretation and modulation
- 3. Modes and synthetic scales
- 4. Complex harmonic relationships, including the chromatic third relationship
- 5. Debussy and Impressionist techniques
- 6. Alternate contrapuntal techniques (Wagnerian)
- 7. Introduction to 20th century practices, including pandiatonicism and polytonality



- 8. Advanced approaches to meter and rhythm
- 9. Later 20th century techniques such as tone rows, serial techniques set theory

Objectives

- 1. Demonstrate the principles of harmonic movement and part-writing procedures in chromatic harmony, including borrowed chords, Neapolitan sixth, augmented sixth chords, 9th, 11th, and 13th chords, added-note chords and altered dominants.
- 2. Analyze more complex excerpts from19th and 20th century compositions including those containing enharmonic modualtion.
- 3. Solve problems in melody harmonization, using chromatic harmony. **Requires Critical Thinking**
- 4. Compose original examples illustrating stylistic practice in 19th- and 20th-century chromatic materials such as impressionism, tone rows, set theory, pandiatonicism and polytonalism, including advanced approaches to meter and rhythm. **Requires Critical Thinking**
- 5. Determine the most effective harmonization among several possible choices. ****Requires Critical Thinking****
- 6. Evaluate the strengths and weaknesses of various formal musical structures. ****Requires Critical Thinking****
- 7. Achieve an analysis that best reflects the thought process of the composer. ****Requires Critical Thinking****
- 8. Create original compositions using common practice materials. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, students will analyze music written in the late 19th century style, including chromatic harmony, other advanced compositional techniques, and modulation to a distantly-related keys.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, students will demonstrate understanding of modernist harmonic and rhythmic structures and techniques.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Information Competency** Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 3. Upon completion of this course, students will compose an original musical composition using harmonic and rhythmic structures and techniques covered.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
 - **Personal and Social Responsibility** Students will interact with others by demonstrating respect for opinions, feelings, and values.

Methods of Instruction

Assignments

Reading Assignments Other Assignments

- Complete a harmonic analyses of a piece of music by Hugo Wolf.
- Compose an original composition using at least one augmented sixth chord, resolved correctly, and a modulation to a distant key.

Methods of Evaluation

- Exams
- Homework
- Problem Solving Exercises
- Quizzes
- Other
 - Musical composition

Course Materials

Textbooks:

- 1. Robert W. Ottman. *Advanced Harmony,* latest ed. Prentice Hall, 2000, ISBN: 0-13-083339 Equivalent text is acceptable
- Marvin and Clendinning. The Musician's Guide to Theory and Analysis, 3rd or latest ed. W. W. Norton, 2016, ISBN: 978-0-393-28990-9
 Equivalent text is acceptable
- 3. Kostka, Payne, and Almen. *Tonal Harmony,* 8th or latest ed. McGraw Hill, 2018, ISBN: 9781259447099 Equivalent text is acceptable
- 4. Benward and Saker. *Music in Theory and Practice Vol. 2,* 10th or latest ed. McGraw Hill, 2021, ISBN: 9781260493559

Equivalent text is acceptable

5. Aldwell, et al.. *Harmony and Voice Leading,* 5th or latest ed. Cengage, 2019, ISBN: 978-1-337-56057-3 **Equivalent text is acceptable**

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Yuba College Course Outline

Course Information

Course Number: MUSIC 2C Full Course Title: Musicianship III Short Title: Musicianship III TOP Code: 1004.00 - Music, General Effective Term: Fall 2015

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: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Music (Masters Required)

Course Description

This course applies and develops the rhythmic, melodic, and harmonic materials of Music Theory III through eartraining, sight-singing, analysis, and dictation. Required of all music majors. Concurrent enrollment in Music Theory III is required.

Conditions of Enrollment

Satisfactory completion of: MUSIC 1D and Concurrent enrollment in MUSIC 2A Music Theory III is required.

Content

Course Lecture Content

This course resides in a sequence, and elements of this course may appear in another course within the sequence. Emphases on ear-training, sight-singing, analysis and dictation.

- 1. Melodic and Harmonic:
 - a. Melodic chromaticism
 - b. Secondary/applied chords
 - c. Modulation to closely related keys
 - d. All inversions possible
- 2. Rhythmic:
 - a. Triplets at the subdivision and beat level

- b. Duplets and quartolets at the beat level in compound meter
- c. More advanced syncopation, including at the subdivision level
- 3. Multi-part Exercises:
 - a. Sight-reading rhythmic exercises in two and three parts
 - b. Sight-singing while conducting
 - c. Sing one part while playing another part on piano
 - d. Singing canons, duets, chorales up to 4 parts
 - e. Harmonic dictation identifying and transcribing SATB harmonic progressions using secondary chords and modulation to closely-related keys

Course Lab/Activity Content

Apply lecture contents to ear training by practicing and performing sight-singing/reading, aural identification and taking dictation.

Objectives

- Demonstrate advanced skills in aural perception by completing harmonic dictation and analysis of music containing secondary/applied chords and modulation to closely related keys. **Requires Critical Thinking**
- 2. Analyze and sing at sight melodies containing chromatic alterations and modulation to closely related keys as well as advanced rhythmic patterns. ****Requires Critical Thinking****
- Demonstrate advanced rhythmic reading skills including triplets at the subdivision and beat level, duplets and quartolets at the beat level in compound meter, and syncopation the subdivision level. **Requires Critical Thinking**
- 4. Demonstrate the ability to detect errors in rhythm, pitch, harmony, and /or solfeggio. **Requires Critical Thinking**
- 5. Perform sight-singing and rhythmic exercises in multiple parts, such as canons, duets, chorales, etc.
- 6. Aurally identify qualities of all triads and seventh chords.

Student Learning Outcomes

- 1. Upon completion of this course, students will take dictation of 4-part harmony with secondary chords and modulation to closely related keys by writing the correct pitches of the chords and the appropriate Roman numeral identification.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, students will orally realize an unknown melody containing chromaticism, modulation to closely related keys, and advanced rhythmic patterns such as triplets and syncopation by singing the correct intervals with appropriate solfege syllables and the correct rhythms.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Other Assignments

- 1. Analyze the given sight-singing exercise on the following points:
 - Key and modality
 - Meter and tempo
 - Phrase periodicity
 - Cadential figures
 - Melodic intervals, especially of leaps
 - Appropriate Solfege syllables in the given key
 - Rhythmic divisions and subdivisions
- 2. Count the beats and clap the correct rhythm, figuring out and correcting any tricky rhythmic patterns.
- 3. Sing the melody on Solfege by finding the correct interval from note to note.
- 4. Sing the melody with the correct solfege, intervals, and the rhythm.

Methods of Evaluation

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

1. Individual sight singing/rhythm exercises and examinations 2. Dictation exercises and examinations

Course Materials

Textbooks:

- 1. Benjamin, T. et al.. *Music for Sight Singing,* latest ed. Schirmer/Cengage, 2013, ISBN: 978-1133307976 Equivalent text is acceptable
- 2. Berkowitz, S. et al.. A New Approach to Sight Singing, 6th or latest ed. W. W. Norton, 2017, ISBN: 978-0-393-28491-1
 - Equivalent text is acceptable
- 3. Rogers & Ottman. *Music for Sight Singing*, 10th or latest ed. Pearson, 2019, ISBN: 9780134475431 Equivalent text is acceptable
- 4. Benward and Kolosick. *Ear Training, Revised,* 7th or latest ed. McGraw Hill, 2010, ISBN: 9780073401362 Equivalent text is acceptable

Software:

1. *Sibelius Educational Suite.* AVID, Latest student version ed. Music notation system; listed on C-ID sample textbooks

Equivalent text is acceptable

2. Aurelia. AVID, Latest student version ed. Avid Technology; listed in C-ID sample textbooks Equivalent text is acceptable

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Yuba College Course Outline

Course Information

Course Number: MUSIC 41A Full Course Title: Elementary Piano Short Title: Elementary Piano 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: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Music (Masters Required)

Course Description

This course is an introduction to beginning keyboard skills, including notation. It includes basic technique, major and minor five finger patterns, major scales, sight reading and basic chord progressions, as they are encountered in beginning piano music.

Conditions of Enrollment

Or by placement

Content

Course Lecture Content

- 1. Basic Notation
 - a. Music symbols
 - b. Rhythm and meter
 - c. Coordination exercises
 - d. Directional reading
 - e. Articulation
 - f. Key signatures

2.

3. Five-Finger Patterns with hands together
- a. Major and minor
- b. Coordination exercises
- c. Triads: major and minor
- 4. Reading
 - a. Grand staff, meter, rhythm
 - b. Intervals
 - c. Sight-reading
- 5. Performance
 - a. Play beginning level repertoire

Apply lecture contents to playing technical exercises and musical repertoire.

Objectives

- 1. Demonstrate appropriate skill in music theory and keyboard technique through both written and performing assingments, **Requires Critical Thinking**
- 2. Demonstrate acquisition of music reading skills using the keyboard. **Requires Critical Thinking**
- 3. Demonstrate appropriate skill in performing assigned solo and ensemble repertoire. ****Requires Critical Thinking****
- 4. Relate knowledge of music theory to analyze performance repertoire **Requires Critical Thinking**
- 5. Identify and interpret problems of keyboard techniques, and analyze their causes ****Requires Critical Thinking****
- 6. Critically evaluate the student's own performances as well as those of the others ****Requires Critical Thinking****

Student Learning Outcomes

- 1. Upon completion of this course, students will demonstrate technical proficiency and musical communication skills through performance appropriate for the level.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 2. Upon completion of this course, students will demonstrate keyboard technique proficiency for playing major and minor five-finger patterns, basic chord progression, and select one-octave major scales.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Other Assignments

- Unit Review Worksheets included in the textbook to ensure understanding of terminology, theoretical information such as key signatures, triads, and other musical elements.
- Assigned musical works to be paracticed outside of class to achieve performance level perfection.
- Finger exercises such as major and minor 5-finger patterns, arpeggios, major-augmented-minordiminished chord patterns, etc.
- Rhythmic tapping and counting exercises.

Methods of Evaluation

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

Course Materials

Textbooks:

 E.L. Lancaster and Kenon Dr. Renfrow. *Alfred's Group Piano for Adults*, 2nd ed. Alfred Publishing Co., Inc., 2004, ISBN: 978-0739053010
 Equivalent text is acceptable

Other:

1. Keyboard for practice (if not utilizing on-campus practice rooms)

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Yuba College Course Outline

Course Information

Course Number: MUSIC 1E Full Course Title: Keyboard Harmony I Short Title: Keyboard Harmony I 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: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Music (Masters Required)

Course Description

In this course students refine and further develop beginning keyboard skills. This includes piano technique, major scales and arpeggios, sight-reading, chord progressions and harmonization and transposition skills, as encountered in upper-beginning/early intermediate piano music. The emphasis is on keyboard application of music theory. The course prepares music major students toward piano proficiency exams required at transferring universities.

Conditions of Enrollment

Satisfactory completion of: MUSIC 41A Or by placement

Content

Course Lecture Content

- 1. Scales
 - a. Major and minor five-finger patterns hands together
 - b. Major scales
 - c. Natural minor scales
 - d. Harmonic minor scales
 - e. Melodic minor scales
 - f. White-note major scales and arpeggios in two octaves, hands together

- 2. Chords
 - a. Chord symbols
 - b. Chords in major keys
 - c. Chords in minor keys
 - d. Major and minor arpeggios
 - e. dominant seventh arpeggios
 - f. Diminished seventh arpeggios
- 3. Transposition
 - a. Half step
 - b. Whole step
 - c. Circle of fifths
 - d. Transposing chords
- 4. Sight-Reading
 - a. Analytical method
 - b. Melody
 - c. Melody with chordal accompaniment
 - d. Simple 4-part texture
- 5. Chord Progressions
 - a. I-IV-V7-I
 - b. I-IV-ii-V7-I
 - c. I-V6/5-I
 - d. I-IV6/4-I-V6/5-I in all major keys hands separately
- 6. Harmonization and Improvisation
 - a. Melodic improvisation over given chords
 - b. Accompanimental improvisation with given melodies
 - c. Harmonize and transpose melodies using primary chords.
- 7. Performance
 - a. Perform pieces at the upper-beginning/early intermediate level

Apply lecture content to playing the keyboard.

Objectives

- 1. Read simple music at sight on piano, recognizing the meter, key, harmony and rhythmic elements. **Requires Critical Thinking**
- 2. Harmonize and transpose melodies using primary chords. **Requires Critical Thinking**
- 3. Play all major and minor scales and arpeggios, one octave, hands separately.
- 4. Play all white-note major scales and arpeggios with correct fingering, 2 octaves hands together.
- 5. Play chord progression I-IV6/4-I-V6/5-I in all major keys, hands separately. ****Requires Critical Thinking****
- 6. Transpose melodies up and down by half, whole steps or thirds.
- 7. Realize letter chord symbols and improvise simple chordal accompaniment. ****Requires Critical Thinking****
- 8. Construct major, minor, augmented and diminished triads and seventh-chords from any given note, and play all chord inversions.
- 9. Analyze and perform keyboard compositions appropriate to the level. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, students will apply the analytical skills of music theory and realize them on keyboard.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Other Assignments

- 1. Scales and Arpeggios
 - a. Major scales in all keys
 - b. Natural and harmonic minor scales in all keys
 - c. Major and minor arpeggios in all keys
- 2. Harmonic Progressions
 - a. I IV V7 I
 - b. I IV ii V& I
 - c. I V65 I
- 3. Improvisation
 - a. Accompaniment from chord symbols
 - b. Melodic improvisation over chordal accompaniment
- 4. Sight-Reading and Transposing Exercises
- 5. Repertoire and Style

Methods of Evaluation

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

Course Materials

Textbooks:

- E.L. Lancaster and Kenon Dr. Renfrow. *Alfred's Group Piano for Adults, Book 1,* 2nd ed. Alfred Publishing Co., Inc., 2004, ISBN: 978-0-7390-3526-6
 Equivalent text is acceptable
- Stecher, Horowitz, Gordon, et al.. Keyboard Strategies, Book 1, G. Schirmer, 1986, ISBN: 9780793552917
 Equivalent text is acceptable

Other:

1. Keyboard for practice (if not utilizing on-campus practice rooms) metronome

Yuba College Course Outline

Course Information

Course Number: MUSIC 2E Full Course Title: Keyboard Harmony II Short Title: Keyboard Harmony II 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: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

• Music (Masters Required)

Course Description

This course will allow students to refine and develop beginning keyboard skills. Piano technique, major and minor scales and arpeggios, sight-reading, expanded chord progressions, and harmonization and transposition skills are encountered in intermediate piano music. The course prepares students toward piano proficiency exams required at transferring universities.

Conditions of Enrollment

Satisfactory completion of: MUSIC 1E Or by placement

Content

Course Lecture Content

- 1. Scales and arpeggios
 - a. All major and minor scales and arpeggios in two octaves, hands together
 - b. Chromatic scales
 - c. Develop fluency with correct fingering
- 2. Transposition
 - a. Thirds
 - b. Fourths
 - c. Transposing chords

- d. Transposing simple accompaniment
- 3. Sight-Reading
 - a. Analytical method
 - b. Various textures
 - c. Simple 4-part texture
 - d. Simple counterpoint
- 4. Chord Progressions
 - a. I-vi-IV-V7-I
 - b. I--iii-IV-ii-V7-I
 - c. I-IV6/4-V6/5-I
 - d. I-vi-IV-iio6-V7-I
 - e. N6-I6/4-V-I
- f. Chord progressions involving primary and secondary triads in major and minor keys, hands together 5. Improvisation/Harmonization
 - a. Harmonize and transpose melodies using primary and secondary chords
 - b. Accompanimental improvisation with expanded harmony
- 6. Repertoire
 - a. Memorized composition
 - b. Accompanying

Apply lecture content to mastering the playing techniques.

Objectives

- 1. Read simple music at sight on piano, recognizing the meter, key, harmony and rhythmic elements with increased facility. **Requires Critical Thinking**
- 2. Apply knowledge of intermediate-level music theory in improvisation and creating harmonization **Requires Critical Thinking**
- 3. Play all major and minor scales, 2 octaves hands together with correct fingering.
- 4. Analyze intermediate-level harmonic progressions and play them in all keys. ****Requires Critical Thinking****
- 5. Transpose melodies with simple accompaniment up and down by half or whole step.
- 6. Transpose melodies up and down by thirds or fourths.
- 7. Lead simple vocal warm-up exercises by playing chromatically moving chords on keyboard.
- 8. Harmonize and transpose melodies using primary and secondary chords. **Requires Critical Thinking**
- 9. Perform repertoire appropriate for the level. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, students will apply the analytical skills of music theory and realize them on keyboard.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- Laboratory
- Lecture/Discussion

Assignments

Other Assignments

Practice playing major and minor scales in all keys, 2 octaves with hands together.

Methods of Evaluation

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

Course Materials

Textbooks:

1. E.L. Lancaster and Kenon Dr. Renfrow. . *Alfred's Group Piano for Adults, Book 2,* 2nd ed. Alfred Publishing Co., Inc., 2004, ISBN: 978-0-7390-4925-9 Equivalent text is acceptable

Other:

1. Keyboard or piano, if not utilizing the practice rooms on campus.

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Yuba College Course Outline

Course Information

Course Number: MUSIC 3 Full Course Title: Music Appreciation Short Title: Music Appreciation TOP Code: 1004.00 - Music, General Effective Term: Fall 2017

Course Standards

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

Minimum Qualifications for Instructors

• Music (Masters Required)

Course Description

A survey of art music in western civilization. Topics include but are not limited to elements of music, basic musical forms, music periods, styles, and the role of music and musicians in the western world.

Content

Course Lecture Content

Course content includes use of correct musical terminology, identification of musical instruments, attending and evaluating live performances, and historical survey of music history and literature.

- 1. Elements of Music
 - a. Melody
 - b. Harmony
 - c. Rhythm
 - d. Texture
 - e. Form
 - f. Musical Organization
 - g. Musical Expression
 - h. Voices and Instruments
 - i. Music Ensembles
- 2. Attending Live Concerts
 - a. Concert Etiquette
 - b. Listening Actively and Analytically
 - c. Writing Reports
- 3. Medieval Period

- a. Historical Overview
- b. Genres and Styles
- c. Representative Composers and Works
- 4. Renaissance Period
 - a. Historical Overview
 - b. Genres and Styles
 - c. Representative Composers and Works
- 5. Baroque Period
 - a. Historical Overview
 - b. Genres and Styles
 - c. Representative Composers and Works
- 6. Classical Period
 - a. Historical Overview
 - b. Genres and Styles
 - c. Representative Composers and Works
- 7. Romantic Period
 - a. Historical Overview
 - b. Genres and Styles
 - c. Representative Composers and Works
- 8. 20th-Century and Beyond
 - a. Historical Overview
 - b. Genres and Styles
 - c. Representative Composers and Works

Objectives

- 1. Demonstrate a basic understanding of the elements of music by using appropriate terminology.
- 2. Identify musical instruments and ensembles.
- 3. Analyze and evaluate musical performances. **Requires Critical Thinking**
- 4. Discuss music in its historic context. **Requires Critical Thinking**
- 5. Describe and distinguish between the major periods of musical styles. **Requires Critical Thinking**

Student Learning Outcomes

- 1. Upon completion of this course, students will demonstrate a basic understanding of the elements of music by using appropriate terminology.
 - **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.
- 2. Upon completion of this course, students will be able to analyze and evaluate musical performances.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.
- 3. Upon completion of this course, students will demonstrate understanding of musical style periods and identify major composers and works in historic context.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - Critical Thinking Students will analyze data/information in addressing and evaluating problems



and issues in making decisions.

• Information Competency Students will conduct, present, and use research necessary to achieve educational, professional, and personal objectives.

Methods of Instruction

- Lecture/Discussion
- Other

Guided music listening

Distance Education

Delivery Methods

Online

Assignments

Reading Assignments

Read the chapter, making note of the new terminology, and listen to the musical examples in context. Writing Assignments

Attend a live art music concert and write a report describing the works performed, using appropriate terminology learned in class. Observations about the performers and the audience as well as your personal impressions and evaluation of the performance should be included.

Other Assignments

Research the life of a composer of your choice. Include 1-3 representative compositions by that composer and report on the importance of that composer in music history.

Methods of Evaluation

- Exams
- Homework
- Participation
- Quizzes
- Other
- Concert Reports

Course Materials

Textbooks:

1. Forney et al.. *Enjoyment of Music,* Essential Listening 4th ed. ed. W. W. Norton & Co., 2020, ISBN: 978-0-393-42155-2

Equivalent text is acceptable
2. Kamien, Roger. *Music: An Appreciation, Brief Edition,* 12th ed. ed. McGraw Hill, 2018, ISBN: 9781259892707
Equivalent text is acceptable

Other:

1. Set of CDs, MP3 downloads, or music streaming service for the music discussed in the course, if not already included with the textbook.

Yuba College Course Outline

Course Information

Course Number: ENVHR 12 Full Course Title: Irrigation Design and Installation Short Title: Irrigation TOP Code: -Effective Term:

Course Standards

Course Type: Credit - Degree Applicable Units: 3.0 Total class hours: 162.0 Total contact hours in class: 90.0 Lecture hours: 36.0 Lab hours: 54.0 Hours outside of class: 72.0 Repeatable: No Grading Method: Letter Grade Only

Minimum Qualifications for Instructors

- Agricultural Production Or
- Ornamental Horticulture

Course Description

Design, installation and maintenance of a water-efficient landscape irrigation system. Topics include water supply, basic hydraulics, component identification and terminology, system layout, pipe sizing; types of heads, valves, controllers, and practices related to appropriate to sustainable landscapes in California. Laboratory required.

Content

Course Lecture Content

- 1. California's climate and water resources
 - a. California's Mediterranean climate pattern
 - b. Importance of winter rainfall and storage facilities
 - c. Regional and local water distribution systems
 - d. Statistics on landscape water use
- 2. Basic hydraulics and water movement through pipe
 - a. Static pressure
 - b. Dynamic (operating) pressure
 - c. Flow (GPM)
 - d. Velocity
 - e. Friction loss
 - f. Calculation of water pressure and flow at key system points (meters, valves, worst heads)
- 3. Soil and plant water relations
 - a. Soil types and drainage/aeration characteristics
 - b. Soil water holding capacity and rooting depth
 - c. Water use of plant types

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- d. Evapotranspiration concept and reference ET
- e. Water movement and infiltration rates of soils
- 4. Water supply
 - a. City mains and service lines
 - b. Wells, pumps and storage facilities
 - c. Water quality
 - d. Alternative water sources
 - e. Sprinkler irrigation system
 - f. Drip or micro-spray irrigation systems surface & subsurface
- 5. Assembly methods and installation of system components
 - a. Sprinkler heads, nozzles, and emitters
 - b. Manual and remote control valves
 - c. Backflow prevention devices
 - d. Pressure regulators and filters
 - e. Controllers and wiring
 - f. Moisture sensing device
- 6. Pipe, hose / tubing, and fittings
 - a. PVC pipe
 - b. Polyethylene pipe
 - c. Galvanized steel pipe
 - d. Copper pipe
 - e. Polyethylene hoses / tubing drip units
- 7. System planning/layout, design, and installation
 - a. Available water pressure and flow at point of connection
 - b. Watering zones (hydrozones)
 - c. Head selection and placement
 - d. Precipitation rates and head spacing
 - e. Circuiting heads into valve groups
 - f. Location of valves, main lines and lateral lines
 - g. Sizing valves and pipe
 - h. Location of controller and sizing power and valve wires
 - i. Controller programming and system operation check
 - j. Design of landscape irrigation system
 - k. Installation of landscape and drip irrigation systems layout, trenching, component assembly, system check, adjustment, backfill
- 8. Estimating costs
 - a. Irrigation plan reading and standard symbols
 - b. Material take-off
 - c. Supplier catalogs and price lists
- 9. Water-efficient system operation
 - a. Water audit method of determining system efficiency
 - b. Use of California Irrigation Management Information System (CIMIS) and other ET data resources
 - c. Implementation of ET data in controller programming
 - d. Troubleshooting problems
 - e. Adjustments and repairs
 - f. Local water agency assistance and resources
 - g. Irrigation scheduling based on climate and type of system
 - h. MWELO (Model Water Efficient Landscape Ordinance)
- 10. Professional groups, careers and credentials
 - a. CLCA (California Landscape Contractors Association)
 - i. Certified Landscape Technician-Irrigation

- b. IA (Irrigation Association)
 - i. Certified Landscape Irrigation Auditor
 - ii. Certified Irrigation Technician
- c. NALP (National Association of Landscape Professionals)
 - i. Landscape Industry Certified Technician-Exterior
- d. QWEL (Qualified Water Efficient Landscaper)
- e. Careers in Irrigation Management

Individual Laboratory Activities are designed to support course objectives and are not limited to the following:

Irrigation parts identification Safety Calculate water pressure and flow Estimate Costs Audit an irrigation system Calculate a watering schedule Program an Irrigation Controller Assemble an irrigation system Troubleshoot an irrigation system

Objectives

- 1. Describe regional and local water storage and delivery systems
- 2. Identify the percent of the state's developed water supply used for landscape irrigation
- 3. Identify sprinkler irrigation system components on an irrigation plan
- 4. Define the basic concepts of water pressure, flow, velocity and friction loss
- 5. Calculate water pressure and flow at key points (meter, valves, worst head) in a landscape irrigation system ****Requires Critical Thinking****
- 6. Describe the major types of sprinkler heads, valves and controller used in a landscape irrigation system
- 7. Space sprinkler heads for uniform application and specified precipitation rate on a landscape irrigation plan
- 8. Select and size pipe material based on use, water pressure, and flow for an irrigation ****Requires Critical Thinking****
- 9. Identify and select pipe fittings for the correct use in an irrigation plan
- 10. Specify heads, emitters, valves, backflow prevention and controller for a residential landscape
- 11. Install PVC pipe, sprinkler heads, remote control valves, backflow prevention devices and controller for a landscape irrigation
- 12. Program a controller for water-efficient system operation **Requires Critical Thinking**
- 13. Describe the need for pumping/filtering irrigation water from city mains and private wells
- 14. Perform a water audit on a spray or rotor system to determine efficiency **Requires Critical Thinking**
- 15. Apply the troubleshooting process to solve irrigation system problems of a given irrigation ****Requires** Critical Thinking**
- 16. Prepare and present a cost estimate for an irrigation system from a given irrigation plan **Requires

Critical Thinking**

- 17. Demonstrate professional work ethics and safety practices on the job site
- 18. Program and operate irrigation controllers for an efficient irrigation schedule for a given climate, landscape and irrigation ****Requires Critical Thinking****
- 19. Design a landscape irrigation system from a given landscape or plot **Requires Critical Thinking**
- 20. Design a landscape irrigation system from a given landscape or plot
- 21. Understand drip, micro spray system and other emerging technologies.

Student Learning Outcomes

- 1. Upon successful completion of this course the student should be able to demonstrate the differences between agriculture irrigation filters and pumps.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
- 2. Upon successful completion of this course the student should be able to demonstrate knowledge of different water sources and the point of connection to each one of them.
 - **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.
- Upon successful completion of this course the student should be able to describe the differences between the sprinkler bodies and their corresponding nozzles, their uses, and applications based on crop, soil texture, and irrigation technique.
 - **Communication** Students will effectively use language and non-verbal communication consistent with and appropriate for the audience and purpose.
 - **Critical Thinking** Students will analyze data/information in addressing and evaluating problems and issues in making decisions.
 - **Scientific Awareness** Students will understand the purpose of scientific inquiry and the implications and applications of basic scientific principles.

Methods of Instruction

• Laboratory

Student will complete laboratory assignments that correlate with the lecture material

• Lecture/Discussion Power points, drawings on the board, discussion

Assignments

Reading Assignments

Reading the assigned pages in the textbook and be prepared to discuss and answer questions in class on the ass reading. Answer the assigned questions and/or compute the assigned calculations at the end of the chapter.

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Writing Assignments

Students will be assigned several TED Talks and will be instructed to write an abstract paragraph followed by a paragraph of their opinion about the TED talk- whether they agree or disagree.

Other Assignments

Students will be conducting and following two crops- annual/vegetable and orchard crop- throughout the semester, designing the irrigation system, assemble sections, install, and maintain for their class project. The object of this assignment is for real world, practical experience with two different types of irrigation systems.

Methods of Evaluation

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

Course Materials

Textbooks:

- Irrigation Association. Landscape Irrigation System Installation and Maintenance, 6th ed. Irrigation association, 2011, ISBN: 978-1-935324-21-8
 Equivalent text is acceptable
- Irrigation Association. *Principles of Irrigation*, 3rd edition ed. Irrigation Association, 2013, ISBN: 978-1935324126
 - Equivalent text is acceptable
- 3. NALP . NALP Landscape Training Manual for Irrigation, NALP , 2011, ISBN: 978-0984021932 Equivalent text is acceptable

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