Exhibit IIA.49
General Education Course Outlines (lower division)

Composition and Reading

Course Syllabus

Course:	ENG 121: Composition and Reading – Part A	
Units/Hours:	3.0 Units / 45 Total Hours (45 Lecture/Theory)	
Total Weeks:	5 Weeks	
Instructor: **Advising Times:** **Phone:** **Email:**		
Class Schedule:	Monday through Thursday Insert Dates and Time of Class	
Textbook(s):	**Title:**	Evergreen: A Guide to Writing with Readings (Custom Publication)
	Author(s):	Susan Fawcett
	Edition:	1st
	ISBN:	9781337047562
	Title:	Sundance Choice
	Author(s):	Mark Connelly
	Edition:	1st
	ISBN:	9781111722999
	Title:	Quick Access Reference for Writers, MLA Update
	Author(s):	Troyka and Hesse
	Edition:	8th
	ISBN:	9780134701325

Prerequisite(s):

Completion of the Study Plan created through self-assessment in MyWritingLab in the Student Center.

Course Description:

This is the first in a 2-part college level English course. In this course, students will learn the foundation of critically reading and writing in a variety of rhetorical modes. Students will read various essays and literature, and apply critical analysis to their own writing. Students will practice all aspects of the writing process, and by the end of Part B, they will meet a goal of writing a minimum of 6000 words through a variety of assignments.

Course Learning Outcomes

Upon completion of this course, the successful student will be able to:

1. Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences
2. Write in a variety of rhetorical modes, which can include: narration, description, definition, cause-effect, comparison/contrast, and classification
3. Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing
4. Incorporate principles of research, sources, and APA documentation into original writing
5. Describe the connection between verbal and written communication and use these skills to present him/herself professionally

6. Apply conventions of English grammar, spelling, punctuation, and sentence structure to college-level writing

Grade Item Weights

- 50% Homework and Projects
- 33% Exams
- 17% Quizzes

Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional polices please view your College Catalog.

Academic Honesty and APA	Students are required to do their own work honestly, without cheating or plagiarizing. Plagiarism is defined as using another's statements or thoughts without giving that source proper credit. SJVC does not and will not tolerate intentional involvement in dishonest academic behavior(s). Students who violate this policy will be subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College. Click here for some additional information on Plagiarism and how to avoid it.
Attendance Policy	Students are expected to attend all class meetings. Regular class attendance is an integral component in achieving satisfactory grades. When a student has been absent or expects to be absent from class, he/she should call or e-mail the instructor to advise him/her of the reason for the absence.
Late Assignment Policy	Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit. If a student will be absent on the day of the mid-course or final exam, he/she must make prior arrangements with the course instructor to take the examination within three (3) class days of the scheduled exam.
Programmatic Requirements	Some programs hold different requirements than mentioned above. See your instructor and/or your program handbook for details.

Grading Scale

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	**-**	**100%**	**=**	**A**
80	**-**	**89%**	**=**	**B**
70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
	Below 65		**=**	**F**

Weekly Outline of Curriculum

Week 1

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

- 1.1 Identify, explain and utilize the steps used in planning
  - 1.1.1 Identify basic essay formats
  - 1.1.2 Demonstrate pre-writing techniques
- 1.2 Identify, explain and utilize the steps used in shaping and drafting
  - 1.2.1 Describe the elements of a thesis and identify them in written examples
  - 1.2.2 Construct accurate and thoughtful thesis statements and topic sentences
  - 1.2.3 Use electronic resources (Word, PowerPoint, etc.) to develop original writing
  - 1.2.4 Create effective introductions and conclusions
  - 1.2.5 Create unity by using transitional techniques and phrases and coherence through effective use of description and detail
- 1.3 Identify, explain and utilize the steps used in revising and editing
  - 1.3.1 Apply revising strategies to improve his/her own writing
  - 1.3.2 Work in collaboration with peers in the revision process
  - 1.3.3 Edit and proofread personal writing with peers

CLO 2: Write in a variety of rhetorical modes, which can include: narration, description, definition, cause-effect, comparison/contrast, and classification

- 2.1 Identify introductory rhetorical modes
- 2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

- 3.1 Identify major ideas, themes and methods in college level essays and literature
- 3.2 Demonstrate the need for critical analysis in the writing process
- 3.3 Employ close reading techniques to discuss and evaluate various literary examples
- 3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

- 4.1 Evaluate research techniques and effective sources
  - 4.1.1 Identify academic versus non-academic articles and websites
  - 4.1.2 Use research techniques to support and defend writing topics
- 4.2 Evaluate effective APA documentation requirements
  - 4.2.1 Understand the standards of APA format and documentation
  - 4.2.2 Recognize and avoid plagiarism

CLO 5: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

- 5.1 Compare and contrast verbal and written communication
- 5.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction
- 5.3 Utilize professional verbal and written communication skills

CLO 6: Apply conventions of English grammar, spelling, punctuation, and sentence structure to college-level writing

- 6.1 Understand conventions of English grammar, spelling, punctuation, and sentence structure
- 6.2 Evaluate grammar, spelling, punctuation and sentence structure through the revision and peer review processes

WEEK 1 ACTIVITIES		
Objective(s)	**Topics**	**Assignment/Due Date**

Weekly Outline of Curriculum

Week 2

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

- 1.1 Identify, explain and utilize the steps used in planning
  - 1.1.1 Identify basic essay formats
  - 1.1.2 Demonstrate pre-writing techniques
- 1.2 Identify, explain and utilize the steps used in shaping and drafting
  - 1.2.1 Describe the elements of a thesis and identify them in written examples
  - 1.2.2 Construct accurate and thoughtful thesis statements and topic sentences
  - 1.2.3 Use electronic resources (Word, PowerPoint, etc.) to develop original writing
  - 1.2.4 Create effective introductions and conclusions
  - 1.2.5 Create unity by using transitional techniques and phrases and coherence through effective use of description and detail
- 1.3 Identify, explain and utilize the steps used in revising and editing
  - 1.3.1 Apply revising strategies to improve his/her own writing
  - 1.3.2 Work in collaboration with peers in the revision process
  - 1.3.3 Edit and proofread personal writing with peers

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- 2.1 Identify introductory rhetorical modes
- 2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

- 3.1 Identify major ideas, themes and methods in college level essays and literature
- 3.2 Demonstrate the need for critical analysis in the writing process
- 3.3 Employ close reading techniques to discuss and evaluate various literary examples
- 3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

4.1 Evaluate research techniques and effective sources
- 4.1.1 Identify academic versus non-academic articles and websites
- 4.1.2 Use research techniques to support and defend writing topics

4.2 Evaluate effective APA documentation requirements
- 4.2.1 Understand the standards of APA format and documentation
- 4.2.2 Recognize and avoid plagiarism

CLO 5: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

5.1 Compare and contrast verbal and written communication

5.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction

5.3 Utilize professional verbal and written communication skills

CLO 6: Apply conventions of English grammar, spelling, punctuation, and sentence structure to college-level writing

6.1 Understand conventions of English grammar, spelling, punctuation, and sentence structure

6.2 Evaluate grammar, spelling, punctuation and sentence structure through the revision and peer review processes

WEEK 2 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 3

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

1.1 Identify, explain and utilize the steps used in planning
- 1.1.1 Identify basic essay formats
- 1.1.2 Demonstrate pre-writing techniques

1.2 Identify, explain and utilize the steps used in shaping and drafting
- 1.2.1 Describe the elements of a thesis and identify them in written examples
- 1.2.2 Construct accurate and thoughtful thesis statements and topic sentences
- 1.2.3 Use electronic resources (Word, PowerPoint, etc.) to develop original writing
- 1.2.4 Create effective introductions and conclusions
- 1.2.5 Create unity by using transitional techniques and phrases and coherence through effective use of description and detail

1.3 Identify, explain and utilize the steps used in revising and editing
- 1.3.1 Apply revising strategies to improve his/her own writing
- 1.3.2 Work in collaboration with peers in the revision process
- 1.3.3 Edit and proofread personal writing with peers

CLO 2: Write in a variety of rhetorical modes, which can include: narration, description, definition, cause-effect, comparison/contrast, and classification

2.1 Identify introductory rhetorical modes

2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

3.1 Identify major ideas, themes and methods in college level essays and literature

3.2 Demonstrate the need for critical analysis in the writing process

3.3 Employ close reading techniques to discuss and evaluate various literary examples

3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

4.1 Evaluate research techniques and effective sources
- 4.1.1 Identify academic versus non-academic articles and websites
- 4.1.2 Use research techniques to support and defend writing topics

4.2 Evaluate effective APA documentation requirements
- 4.2.1 Understand the standards of APA format and documentation
- 4.2.2 Recognize and avoid plagiarism

CLO 5: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

5.1 Compare and contrast verbal and written communication

5.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction

5.3 Utilize professional verbal and written communication skills

CLO 6: Apply conventions of English grammar, spelling, punctuation, and sentence structure to college-level writing

6.1 Understand conventions of English grammar, spelling, punctuation, and sentence structure

6.2 Evaluate grammar, spelling, punctuation and sentence structure through the revision and peer review processes

WEEK 3 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 4

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

- 1.1 Identify, explain and utilize the steps used in planning
  - 1.1.1 Identify basic essay formats
  - 1.1.2 Demonstrate pre-writing techniques
- 1.2 Identify, explain and utilize the steps used in shaping and drafting
  - 1.2.1 Describe the elements of a thesis and identify them in written examples
  - 1.2.2 Construct accurate and thoughtful thesis statements and topic sentences
  - 1.2.3 Use electronic resources (Word, PowerPoint, etc.) to develop original writing
  - 1.2.4 Create effective introductions and conclusions
  - 1.2.5 Create unity by using transitional techniques and phrases and coherence through effective use of description and detail
- 1.3 Identify, explain and utilize the steps used in revising and editing
  - 1.3.1 Apply revising strategies to improve his/her own writing
  - 1.3.2 Work in collaboration with peers in the revision process
  - 1.3.3 Edit and proofread personal writing with peers

CLO 2: Write in a variety of rhetorical modes, which can include: narration, description, definition, cause-effect, comparison/contrast, and classification

- 2.1 Identify introductory rhetorical modes
- 2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

- 3.1 Identify major ideas, themes and methods in college level essays and literature
- 3.2 Demonstrate the need for critical analysis in the writing process
- 3.3 Employ close reading techniques to discuss and evaluate various literary examples
- 3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

- 4.1 Evaluate research techniques and effective sources
  - 4.1.1 Identify academic versus non-academic articles and websites
  - 4.1.2 Use research techniques to support and defend writing topics
- 4.2 Evaluate effective APA documentation requirements
  - 4.2.1 Understand the standards of APA format and documentation
  - 4.2.2 Recognize and avoid plagiarism

CLO 5: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

- 5.1 Compare and contrast verbal and written communication
- 5.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction
- 5.3 Utilize professional verbal and written communication skills

CLO 6: Apply conventions of English grammar, spelling, punctuation, and sentence structure to college-level writing

- 6.1 Understand conventions of English grammar, spelling, punctuation, and sentence structure
- 6.2 Evaluate grammar, spelling, punctuation and sentence structure through the revision and peer review processes

WEEK 4 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 5

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

- 1.1 Identify, explain and utilize the steps used in planning
  - 1.1.1 Identify basic essay formats
  - 1.1.2 Demonstrate pre-writing techniques
- 1.2 Identify, explain and utilize the steps used in shaping and drafting
  - 1.2.1 Describe the elements of a thesis and identify them in written examples
  - 1.2.2 Construct accurate and thoughtful thesis statements and topic sentences
  - 1.2.3 Use electronic resources (Word, PowerPoint, etc.) to develop original writing
  - 1.2.4 Create effective introductions and conclusions
  - 1.2.5 Create unity by using transitional techniques and phrases and coherence through effective use of description and detail
- 1.3 Identify, explain and utilize the steps used in revising and editing
  - 1.3.1 Apply revising strategies to improve his/her own writing
  - 1.3.2 Work in collaboration with peers in the revision process
  - 1.3.3 Edit and proofread personal writing with peers

CLO 2: Write in a variety of rhetorical modes, which can include: narration, description, definition, cause-effect, comparison/contrast, and classification

- 2.1 Identify introductory rhetorical modes
- 2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

- 3.1 Identify major ideas, themes and methods in college level essays and literature
- 3.2 Demonstrate the need for critical analysis in the writing process
- 3.3 Employ close reading techniques to discuss and evaluate various literary examples
- 3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

- 4.1 Evaluate research techniques and effective sources
  - 4.1.1 Identify academic versus non-academic articles and websites

4.1.2 Use research techniques to support and defend writing topics

4.2 Evaluate effective APA documentation requirements

4.2.1 Understand the standards of APA format and documentation

4.2.2 Recognize and avoid plagiarism

CLO 5: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

5.1 Compare and contrast verbal and written communication

5.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction

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CLO 6: Apply conventions of English grammar, spelling, punctuation, and sentence structure to college-level writing

6.1 Understand conventions of English grammar, spelling, punctuation, and sentence structure

6.2 Evaluate grammar, spelling, punctuation and sentence structure through the revision and peer review processes

WEEK 5 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Technology Requirements (Hardware/Software)

If your course or program is hybrid or blended, please refer to the Online Technical Requirements web page for the eCourses technical requirements to ensure your computer at home will fully support your coursework. Internet Explorer is the recommended browser. In addition, Microsoft Office applications such as Word, Excel and PowerPoint are standard for SJVC eCourses.

Due to the necessity of technology in eCourses, you must have a backup plan for using an alternative computer with internet access in case of problems with your personal computer. If you live near any SJVC campus, you may use the computer labs located on each campus. If you have a technology problem that affects your ability to access your online course, please notify your instructor immediately. If you can access other internet sites but cannot access your online course, you need to contact the SJVC Help Desk to seek assistance.

If you have no internet access at all, it is not an SJVC eCourses issue. Please be aware that the Help Desk does not cover problems that you may be experiencing with your computer hardware, internet connection, or other technical problems that may require a technician or intervention from your Internet Service Provider.

Institutional Classroom Standards

As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook*, the *College Catalog* and your *program handbook* (if applicable)*. In addition, your classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

A. As a professional, you are expected to follow a dress code. At SJVC you will dress for success. In all classes, including General Education courses, students are expected to follow their program dress codes.

B. As a professional, you are required to be present and punctual every day. Just as you would give notification at work, you are to contact your instructor ahead of class time if absence or tardiness is unavoidable.

C. On the job, you are expected to complete work on time. Your training for meeting deadlines begins now:

   i. Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit.

   ii. Missed quizzes may not be taken.

   iii. Missed midterms or final exams, however, may be taken in accordance with college policy.

D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

F. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

G. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

This syllabus is only a guideline and subject to change.

***Some programs have additional program requirements. Please see your Program Director or Instructor for details.**

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Performance exams

- Skill competencies
- Case studies

d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

Evaluation of student performance may be based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. The final grade in the course is determined by the percent ranges converted to the letter grade.

Library Resources

CREDO	Credo will take you through various online modules and give you the foundation you need to write your next paper. • Starting Your Research Paper • Types of Sources • Search Strategies and Techniques • Evaluating and Using Information • APA Citations and Tools • Presenting Information Access Credo through InfoZone under the "eCourses" tab. Credo can be found in the "My Courses" section.
LIRN	The Library Information Resources Network (LIRN) provides millions of resources covering a wide variety of topics for general education, business, medical, and more. • Access to databases • Journals, magazines, newspapers • Reference works • Podcasts, audio, video and images Access LIRN through InfoZone under the "Links" tab and enter the code for your campus. Campus codes can be found below.

Aviation	19037	Modesto	49556
Bakersfield	67295	Online	32421
Delano	53454	Ontario	14426
Fresno	14293	Porterville	22219
Hanford	58188	Rancho Cordova	98989
Hesperia	38884	San Diego	83490

		Lancaster	74708	Temecula	22984
		Madera	03804	Visalia	58188
eBraryAcademic Complete™:	eBrary is part of LIRN and offers access to thousands of eBooks from trusted publishers in all academic subject areas along with powerful research tools. Access eBrary by first logging into LIRN. Once in LIRN, select "Academic Complete" from the available databases.				
Destiny	Looking for a book in your campus library? Destiny allows you to do an online search through your on-campus library resources. Access Destiny through InfoZone under the "Links" tab, then select your campus.				
NEED HELP?	• Instructors can clarify their expectations. • Student Center Coordinators and Librarians can provide help along the way. • Email SJVCLibrary@sjvc.edu Contact information for the Student Center and Library can be found by accessing Destiny through InfoZone under the "Links" tab, then selecting your campus.				

Course Syllabus

Course:	ENG 122: Composition and Reading – Part B	
Units/Hours:	3.0 Units / 45 Total Hours (45 Lecture/Theory)	
Total Weeks:	5 Weeks	
Instructor: **Advising Times:** **Phone:** **Email:**		
Class Schedule:	Monday through Thursday Insert Dates and Time of Class	
Textbook(s):	**Title:**	Evergreen: A Guide to Writing with Readings (Custom Publication)
	Author(s):	Susan Fawcett
	Edition:	1st
	ISBN:	9781337047562
	Title:	Sundance Choice
	Author(s):	Mark Connelly
	Edition:	1st
	ISBN:	9781111722999
	Title:	Quick Access Reference for Writers, MLA Update
	Author(s):	Troyka and Hesse
	Edition:	8th
	ISBN:	9780134701325

Prerequisite(s):
ENG 121

Course Description:
This course is the second portion of our college level English course. By building on the skills learned in Part A, students will continue to critically read and write in a variety of rhetorical modes. Students will read various essays and literature, and apply critical analysis to their own writing. In this course they will build information literacy skills through research, and describe the connection between effective communication and professionalism. Students will complete their goal of writing a minimum of 6000 words.

Course Learning Outcomes

Upon completion of this course, the successful student will be able to:

1. Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences
2. Write in a variety of rhetorical modes, which can include: argument, persuasion, exemplification, and analysis
3. Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing
4. Incorporate principles of research, sources, and APA documentation into original writing
5. Demonstrate information literacy, including analytical use of an electronic environment, to effectively research

6. Describe the connection between verbal and written communication and use these skills to present him/herself professionally

Grade Item Weights

- 50% Homework and Projects
- 33% Exams
- 17% Quizzes

Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional polices please view your College Catalog.

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Attendance Policy	Students are expected to attend all class meetings. Regular class attendance is an integral component in achieving satisfactory grades. When a student has been absent or expects to be absent from class, he/she should call or e-mail the instructor to advise him/her of the reason for the absence.
Late Assignment Policy	Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit. If a student will be absent on the day of the mid-course or final exam, he/she must make prior arrangements with the course instructor to take the examination within three (3) class days of the scheduled exam.
Programmatic Requirements	Some programs hold different requirements than mentioned above. See your instructor and/or your program handbook for details.

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70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
	Below 65		**=**	**F**

Weekly Outline of Curriculum

Week 1

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

- 1.1 Utilize the steps used in planning to create original compositions
- 1.2 Utilize the steps used in shaping and drafting to create original compositions
- 1.3 Utilize the steps used in revising and editing to create original compositions

CLO 2: Write in a variety of rhetorical modes, which can include: argument, persuasion, exemplification, and analysis

- 2.1 Identify advanced rhetorical modes
- 2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

- 3.1 Identify major ideas, themes and methods in college level essays and literature
- 3.2 Demonstrate the need for critical analysis in the writing process
- 3.3 Employ close reading techniques to discuss and evaluate various literary examples
- 3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

- 4.1 Evaluate effective APA documentation requirements
  - 4.1.1 Utilize the standards of APA format and documentation
  - 4.1.2 Recognize and avoid plagiarism

CLO 5: Demonstrate information literacy, including analytical use of an electronic environment, to effectively research

- 5.1 Evaluate research techniques and effective sources
  - 5.1.1 Differentiate between academic versus non-academic articles and websites
  - 5.1.2 Use research techniques to support and defend writing topics

CLO 6: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

- 6.1 Compare and contrast verbal and written communication
- 6.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction

WEEK 1 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 2

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

1.1 Utilize the steps used in planning to create original compositions

1.2 Utilize the steps used in shaping and drafting to create original compositions

1.3 Utilize the steps used in revising and editing to create original compositions

CLO 2: Write in a variety of rhetorical modes, which can include: argument, persuasion, exemplification, and analysis

2.1 Identify advanced rhetorical modes

2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

3.1 Identify major ideas, themes and methods in college level essays and literature

3.2 Demonstrate the need for critical analysis in the writing process

3.3 Employ close reading techniques to discuss and evaluate various literary examples

3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

4.1 Evaluate effective APA documentation requirements

4.1.1 Utilize the standards of APA format and documentation

4.1.2 Recognize and avoid plagiarism

CLO 5: Demonstrate information literacy, including analytical use of an electronic environment, to effectively research

5.1 Evaluate research techniques and effective sources

5.1.1 Differentiate between academic versus non-academic articles and websites

5.1.2 Use research techniques to support and defend writing topics

CLO 6: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

6.1 Compare and contrast verbal and written communication

6.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction

WEEK 2 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 3

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

1.1 Utilize the steps used in planning to create original compositions

1.2 Utilize the steps used in shaping and drafting to create original compositions

1.3 Utilize the steps used in revising and editing to create original compositions

CLO 2: Write in a variety of rhetorical modes, which can include: argument, persuasion, exemplification, and analysis

2.1 Identify advanced rhetorical modes

2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

3.1 Identify major ideas, themes and methods in college level essays and literature

3.2 Demonstrate the need for critical analysis in the writing process

3.3 Employ close reading techniques to discuss and evaluate various literary examples

3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

4.1 Evaluate effective APA documentation requirements

4.1.1 Utilize the standards of APA format and documentation

4.1.2 Recognize and avoid plagiarism

CLO 5: Demonstrate information literacy, including analytical use of an electronic environment, to effectively research

5.1 Evaluate research techniques and effective sources

5.1.1 Differentiate between academic versus non-academic articles and websites

5.1.2 Use research techniques to support and defend writing topics

CLO 6: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

6.1 Compare and contrast verbal and written communication

6.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction

WEEK 3 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 4

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

- 1.1 Utilize the steps used in planning to create original compositions
- 1.2 Utilize the steps used in shaping and drafting to create original compositions
- 1.3 Utilize the steps used in revising and editing to create original compositions

CLO 2: Write in a variety of rhetorical modes, which can include: argument, persuasion, exemplification, and analysis

- 2.1 Identify advanced rhetorical modes
- 2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

- 3.1 Identify major ideas, themes and methods in college level essays and literature
- 3.2 Demonstrate the need for critical analysis in the writing process
- 3.3 Employ close reading techniques to discuss and evaluate various literary examples
- 3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

- 4.1 Evaluate effective APA documentation requirements
  - 4.1.1 Utilize the standards of APA format and documentation
  - 4.1.2 Recognize and avoid plagiarism

CLO 5: Demonstrate information literacy, including analytical use of an electronic environment, to effectively research

- 5.1 Evaluate research techniques and effective sources
  - 5.1.1 Differentiate between academic versus non-academic articles and websites
  - 5.1.2 Use research techniques to support and defend writing topics

CLO 6: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

- 6.1 Compare and contrast verbal and written communication
- 6.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction

WEEK 4 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 5

Course Learning Outcome(s) Addressed

CLO 1: Apply elements of the writing process, including planning, shaping, drafting, revising, and editing to create original compositions for various purposes and audiences

- 1.1 Utilize the steps used in planning to create original compositions
- 1.2 Utilize the steps used in shaping and drafting to create original compositions
- 1.3 Utilize the steps used in revising and editing to create original compositions

CLO 2: Write in a variety of rhetorical modes, which can include: argument, persuasion, exemplification, and analysis

- 2.1 Identify advanced rhetorical modes
- 2.2 Utilize elements of the writing process to write in a variety of rhetorical modes

CLO 3: Identify and critically evaluate the major ideas, themes, methods, and other features in college level essays and literature and apply to personal and professional writing

- 3.1 Identify major ideas, themes and methods in college level essays and literature
- 3.2 Demonstrate the need for critical analysis in the writing process
- 3.3 Employ close reading techniques to discuss and evaluate various literary examples
- 3.4 Apply critical analysis to personal and professional writing

CLO 4: Incorporate principles of research, sources, and APA documentation into original writing

- 4.1 Evaluate effective APA documentation requirements
  - 4.1.1 Utilize the standards of APA format and documentation
  - 4.1.2 Recognize and avoid plagiarism

CLO 5: Demonstrate information literacy, including analytical use of an electronic environment, to effectively research

- 5.1 Evaluate research techniques and effective sources
  - 5.1.1 Differentiate between academic versus non-academic articles and websites
  - 5.1.2 Use research techniques to support and defend writing topics

CLO 6: Describe the connection between verbal and written communication and use these skills to present him/herself professionally

- 6.1 Compare and contrast verbal and written communication
- 6.2 Apply analytical skills to connect verbal and written communication for personal and professional interaction

WEEK 5 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Technology Requirements (Hardware/Software)

If your course or program is hybrid or blended, please refer to the Online Technical Requirements web page for the eCourses technical requirements to ensure your computer at home will fully support your coursework. Internet Explorer is the recommended browser. In addition, Microsoft Office applications such as Word, Excel and PowerPoint are standard for SJVC eCourses.

Due to the necessity of technology in eCourses, you must have a backup plan for using an alternative computer with internet access in case of problems with your personal computer. If you live near any SJVC campus, you may use the computer labs located on each campus. If you have a technology problem that affects your ability to access your online course, please notify your instructor immediately. If you can access other internet sites but cannot access your online course, you need to contact the SJVC Help Desk to seek assistance.

If you have no internet access at all, it is not an SJVC eCourses issue. Please be aware that the Help Desk does not cover problems that you may be experiencing with your computer hardware, internet connection, or other technical problems that may require a technician or intervention from your Internet Service Provider.

Institutional Classroom Standards

As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook*, the *College Catalog* and your *program handbook* (if applicable)*. In addition, your classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

A. As a professional, you are expected to follow a dress code. At SJVC you will dress for success. In all classes, including General Education courses, students are expected to follow their program dress codes.

B. As a professional, you are required to be present and punctual every day. Just as you would give notification at work, you are to contact your instructor ahead of class time if absence or tardiness is unavoidable.

C. On the job, you are expected to complete work on time. Your training for meeting deadlines begins now:

   i. Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit.

   ii. Missed quizzes may not be taken.

   iii. Missed midterms or final exams, however, may be taken in accordance with college policy.

D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

F. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

G. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

This syllabus is only a guideline and subject to change.

***Some programs have additional program requirements. Please see your Program Director or Instructor for details.**

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.
2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**

Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Performance exams
   - Skill competencies
   - Case studies

   d) **Objective Examinations:**
   - Multiple choice
   - Matching items
   - Fill-in-the-blanks
   - Essays
   - Short answer
   - True or false

Evaluation of student performance may be based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. The final grade in the course is determined by the percent ranges converted to the letter grade.

Library Resources

CREDO	Credo will take you through various online modules and give you the foundation you need to write your next paper. • Starting Your Research Paper • Types of Sources • Search Strategies and Techniques • Evaluating and Using Information • APA Citations and Tools • Presenting Information Access Credo through InfoZone under the "eCourses" tab. Credo can be found in the "My Courses" section.

LIRN

The Library Information Resources Network (LIRN) provides millions of resources covering a wide variety of topics for general education, business, medical, and more.

- Access to databases
- Journals, magazines, newspapers
- Reference works
- Podcasts, audio, video and images

Access LIRN through InfoZone under the "Links" tab and enter the code for your campus. Campus codes can be found below.

Aviation	19037
Bakersfield	67295
Delano	53454
Fresno	14293
Hanford	58188
Hesperia	38884
Lancaster	74708
Madera	03804

Modesto	49556
Online	32421
Ontario	14426
Porterville	22219
Rancho Cordova	98989
San Diego	83490
Temecula	22984
Visalia	58188

eBraryAcademic Complete™:

eBrary is part of LIRN and offers access to thousands of eBooks from trusted publishers in all academic subject areas along with powerful research tools. Access eBrary by first logging into LIRN. Once in LIRN, select "Academic Complete" from the available databases.

Destiny

Looking for a book in your campus library? Destiny allows you to do an online search through your on-campus library resources. Access Destiny through InfoZone under the "Links" tab, then select your campus.

NEED HELP?

- Instructors can clarify their expectations.
- Student Center Coordinators and Librarians can provide help along the way.
- Email SJVCLibrary@sjvc.edu

Contact information for the Student Center and Library can be found by accessing Destiny through InfoZone under the "Links" tab, then selecting your campus.

College Algebra

Course Syllabus

Course:	MTH 121: College Algebra – Part A	
Units/Hours:	3.0 Units / 45 Total Hours (45 Lecture/Theory)	
Total Weeks:	5 Weeks	
Instructor: **Advising Times:** **Phone:** **Email:**		
Class Schedule:	Monday through Thursday Insert Dates and Time of Class	
Textbook(s):	**Title:**	Intermediate Algebra: A Guided Approach
	Author(s):	Rosemary Karr, Marilyn Massey, R. David Gustafson
	Edition:	10th
	ISBN:	9781435462502

Prerequisite(s):

Completion of the Study Plan created through self-assessment in MyMathLab in the Student Center.

Course Description:

This course integrates technology with mathematics through the use of online learning resources, and covers the fundamentals and terminology of algebra. Topics include real numbers, , order of operations, , single and multiple step linear equations and inequalities, use of formulas, algebraic expressions, polynomials, systems of equations, and graphing of linear equations. Students will utilize the metric and U.S. standard systems. The fundamentals and real-world formulaic terminology will be provided. This course offers applications that allow students to relate to and to apply concepts to their field of study.

Course Learning Outcomes

Upon completion of this course, the successful student will be able to:

1. Demonstrate basic math fundamentals
2. Solve linear equations and inequalities
3. Graph equations and functions
4. Solve systems of equations and inequalities
5. Factor polynomials and trinomials

Grade Item Weights

- 35% Homework and Projects
- 40% Exams
- 25% Quizzes

Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional polices please view your College Catalog.

Academic Honesty and APA	Students are required to do their own work honestly, without cheating or plagiarizing. Plagiarism is defined as using another's statements or thoughts without giving that source proper credit. SJVC does not and will not tolerate intentional involvement in dishonest academic behavior(s). Students who violate this policy will be subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College. Click here for some additional information on Plagiarism and how to avoid it.
Attendance Policy	Students are expected to attend all class meetings. Regular class attendance is an integral component in achieving satisfactory grades. When a student has been absent or expects to be absent from class, he/she should call or e-mail the instructor to advise him/her of the reason for the absence.
Late Assignment Policy	Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit. If a student will be absent on the day of the mid-course or final exam, he/she must make prior arrangements with the course instructor to take the examination within three (3) class days of the scheduled exam.
Programmatic Requirements	Some programs hold different requirements than mentioned above. See your instructor and/or your program handbook for details.

Grading Scale

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	**-**	**100%**	**=**	**A**
80	**-**	**89%**	**=**	**B**
70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
Below 65			**=**	**F**

Weekly Outline of Curriculum

Week 1

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate basic math fundamentals

1.1 Utilize the properties of real numbers (equivalency of terms, associative, commutative, and distributive)

1.2 Translate and apply algebraic wording into mathematical expressions, equations, and terms

1.3 Utilize basic geometry skills to determine perimeter, area, surface area, circumference and volume of geometric shapes
1.4 Combine like terms
1.5 Perform operations involving bases and integer exponents
1.6 Apply terminology associated with real-world formulaic problems
1.7 Solve single variable equations

CLO 2: Solve linear equations and inequalities

2.1 Utilize substitution to evaluate equations and expressions
2.2 Utilize the addition and multiplication principles to solve single and multiple step linear equations and formulas
2.3 Determine if an equation has no solution or is an identity
2.4 Interpret set builder and interval notation for solved inequality problems
2.5 Solve absolute value equations
2.6 Apply linear equations and inequalities to real-world problems

CLO 3: Graph equations and functions

3.1 Apply the slope, x-intercept, and y-intercept of a line
3.2 Utilize slope equations
3.3 Utilize standard form of a line equations
3.4 Utilize slope-intercept form of a line equations
3.5 Utilize point-slope form of a line equations
3.6 Identify slope and x- and y-intercepts for each line equation form
3.7 Appraise parallel and perpendicular of linear equations
3.8 Use the graph of a line to identify its slope, x- and y-intercepts and/or to determine the equation of the line
3.9 Recognize horizontal and vertical lines and their slopes
3.10 Model understanding of domain and range
3.11 Graph a linear equation and linear inequalities
3.12 Evaluate graphs of shaded inequalities

CLO 4: Solve systems of equations and inequalities

4.1 Classify independent and consistent systems of linear equations
4.2 Classify dependent and consistent systems of linear equations
4.3 Classify independent and inconsistent systems of linear equations
4.4 Solve systems of linear equations by graphing
4.5 Solve systems of linear equations by substitution
4.6 Solve systems of linear equations by elimination

CLO 5: Factor polynomials and trinomials

5.1 Add, subtract, and multiply polynomials
5.2 Find the greatest common factor of a polynomial
5.3 Identify the components and differentiate the features of various polynomials
- 5.3.1 Determine the degree and leading coefficients
- 5.3.2 Identify and factor trinomial squares
- 5.3.3 Recognize and factor the difference of squares
- 5.3.4 Classify and factor the sum and difference of cubes

5.4 Use various methods to factor polynomials

WEEK 1 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 2

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate basic math fundamentals

- 1.1 Utilize the properties of real numbers (equivalency of terms, associative, commutative, and distributive)
- 1.2 Translate and apply algebraic wording into mathematical expressions, equations, and terms
- 1.3 Utilize basic geometry skills to determine perimeter, area, surface area, circumference and volume of geometric shapes
- 1.4 Combine like terms
- 1.5 Perform operations involving bases and integer exponents
- 1.6 Apply terminology associated with real-world formulaic problems
- 1.7 Solve single variable equations

CLO 2: Solve linear equations and inequalities

- 2.1 Utilize substitution to evaluate equations and expressions
- 2.2 Utilize the addition and multiplication principles to solve single and multiple step linear equations and formulas
- 2.3 Determine if an equation has no solution or is an identity
- 2.4 Interpret set builder and interval notation for solved inequality problems
- 2.5 Solve absolute value equations
- 2.6 Apply linear equations and inequalities to real-world problems

CLO 3: Graph equations and functions

- 3.1 Apply the slope, x-intercept, and y-intercept of a line
- 3.2 Utilize slope equations
- 3.3 Utilize standard form of a line equations
- 3.4 Utilize slope-intercept form of a line equations
- 3.5 Utilize point-slope form of a line equations
- 3.6 Identify slope and x- and y-intercepts for each line equation form
- 3.7 Appraise parallel and perpendicular of linear equations
- 3.8 Use the graph of a line to identify its slope, x- and y-intercepts and/or to determine the equation of the line
- 3.9 Recognize horizontal and vertical lines and their slopes
- 3.10 Model understanding of domain and range
- 3.11 Graph a linear equation and linear inequalities
- 3.12 Evaluate graphs of shaded inequalities

CLO 4: Solve systems of equations and inequalities

- 4.1 Classify independent and consistent systems of linear equations
- 4.2 Classify dependent and consistent systems of linear equations
- 4.3 Classify independent and inconsistent systems of linear equations

4.4 Solve systems of linear equations by graphing
4.5 Solve systems of linear equations by substitution
4.6 Solve systems of linear equations by elimination

CLO 5: Factor polynomials and trinomials

5.1 Add, subtract, and multiply polynomials
5.2 Find the greatest common factor of a polynomial
5.3 Identify the components and differentiate the features of various polynomials
5.3.1 Determine the degree and leading coefficients
5.3.2 Identify and factor trinomial squares
5.3.3 Recognize and factor the difference of squares
5.3.4 Classify and factor the sum and difference of cubes
5.4 Use various methods to factor polynomials

WEEK 2 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 3

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate basic math fundamentals

1.1 Utilize the properties of real numbers (equivalency of terms, associative, commutative, and distributive)
1.2 Translate and apply algebraic wording into mathematical expressions, equations, and terms
1.3 Utilize basic geometry skills to determine perimeter, area, surface area, circumference and volume of geometric shapes
1.4 Combine like terms
1.5 Perform operations involving bases and integer exponents
1.6 Apply terminology associated with real-world formulaic problems
1.7 Solve single variable equations

CLO 2: Solve linear equations and inequalities

2.1 Utilize substitution to evaluate equations and expressions
2.2 Utilize the addition and multiplication principles to solve single and multiple step linear equations and formulas
2.3 Determine if an equation has no solution or is an identity
2.4 Interpret set builder and interval notation for solved inequality problems
2.5 Solve absolute value equations

2.6 Apply linear equations and inequalities to real-world problems

CLO 3: Graph equations and functions

3.1 Apply the slope, x-intercept, and y-intercept of a line
3.2 Utilize slope equations
3.3 Utilize standard form of a line equations
3.4 Utilize slope-intercept form of a line equations
3.5 Utilize point-slope form of a line equations
3.6 Identify slope and x- and y-intercepts for each line equation form
3.7 Appraise parallel and perpendicular of linear equations
3.8 Use the graph of a line to identify its slope, x- and y-intercepts and/or to determine the equation of the line
3.9 Recognize horizontal and vertical lines and their slopes
3.10 Model understanding of domain and range
3.11 Graph a linear equation and linear inequalities
3.12 Evaluate graphs of shaded inequalities

CLO 4: Solve systems of equations and inequalities

4.1 Classify independent and consistent systems of linear equations
4.2 Classify dependent and consistent systems of linear equations
4.3 Classify independent and inconsistent systems of linear equations
4.4 Solve systems of linear equations by graphing
4.5 Solve systems of linear equations by substitution
4.6 Solve systems of linear equations by elimination

CLO 5: Factor polynomials and trinomials

5.1 Add, subtract, and multiply polynomials
5.2 Find the greatest common factor of a polynomial
5.3 Identify the components and differentiate the features of various polynomials
5.3.1 Determine the degree and leading coefficients
5.3.2 Identify and factor trinomial squares
5.3.3 Recognize and factor the difference of squares
5.3.4 Classify and factor the sum and difference of cubes
5.4 Use various methods to factor polynomials

WEEK 3 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 4

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate basic math fundamentals

- 1.1 Utilize the properties of real numbers (equivalency of terms, associative, commutative, and distributive)
- 1.2 Translate and apply algebraic wording into mathematical expressions, equations, and terms
- 1.3 Utilize basic geometry skills to determine perimeter, area, surface area, circumference and volume of geometric shapes
- 1.4 Combine like terms
- 1.5 Perform operations involving bases and integer exponents
- 1.6 Apply terminology associated with real-world formulaic problems
- 1.7 Solve single variable equations

CLO 2: Solve linear equations and inequalities

- 2.1 Utilize substitution to evaluate equations and expressions
- 2.2 Utilize the addition and multiplication principles to solve single and multiple step linear equations and formulas
- 2.3 Determine if an equation has no solution or is an identity
- 2.4 Interpret set builder and interval notation for solved inequality problems
- 2.5 Solve absolute value equations
- 2.6 Apply linear equations and inequalities to real-world problems

CLO 3: Graph equations and functions

- 3.1 Apply the slope, x-intercept, and y-intercept of a line
- 3.2 Utilize slope equations
- 3.3 Utilize standard form of a line equations
- 3.4 Utilize slope-intercept form of a line equations
- 3.5 Utilize point-slope form of a line equations
- 3.6 Identify slope and x- and y-intercepts for each line equation form
- 3.7 Appraise parallel and perpendicular of linear equations
- 3.8 Use the graph of a line to identify its slope, x- and y-intercepts and/or to determine the equation of the line
- 3.9 Recognize horizontal and vertical lines and their slopes
- 3.10 Model understanding of domain and range
- 3.11 Graph a linear equation and linear inequalities
- 3.12 Evaluate graphs of shaded inequalities

CLO 4: Solve systems of equations and inequalities

- 4.1 Classify independent and consistent systems of linear equations
- 4.2 Classify dependent and consistent systems of linear equations
- 4.3 Classify independent and inconsistent systems of linear equations
- 4.4 Solve systems of linear equations by graphing
- 4.5 Solve systems of linear equations by substitution
- 4.6 Solve systems of linear equations by elimination

CLO 5: Factor polynomials and trinomials

- 5.1 Add, subtract, and multiply polynomials
- 5.2 Find the greatest common factor of a polynomial
- 5.3 Identify the components and differentiate the features of various polynomials
  - 5.3.1 Determine the degree and leading coefficients
  - 5.3.2 Identify and factor trinomial squares
  - 5.3.3 Recognize and factor the difference of squares
  - 5.3.4 Classify and factor the sum and difference of cubes

5.4 Use various methods to factor polynomials

WEEK 4 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 5

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate basic math fundamentals

1.1 Utilize the properties of real numbers (equivalency of terms, associative, commutative, and distributive)
1.2 Translate and apply algebraic wording into mathematical expressions, equations, and terms
1.3 Utilize basic geometry skills to determine perimeter, area, surface area, circumference and volume of geometric shapes
1.4 Combine like terms
1.5 Perform operations involving bases and integer exponents
1.6 Apply terminology associated with real-world formulaic problems
1.7 Solve single variable equations

CLO 2: Solve linear equations and inequalities

2.1 Utilize substitution to evaluate equations and expressions
2.2 Utilize the addition and multiplication principles to solve single and multiple step linear equations and formulas
2.3 Determine if an equation has no solution or is an identity
2.4 Interpret set builder and interval notation for solved inequality problems
2.5 Solve absolute value equations
2.6 Apply linear equations and inequalities to real-world problems

CLO 3: Graph equations and functions

3.1 Apply the slope, x-intercept, and y-intercept of a line
3.2 Utilize slope equations
3.3 Utilize standard form of a line equations
3.4 Utilize slope-intercept form of a line equations
3.5 Utilize point-slope form of a line equations
3.6 Identify slope and x- and y-intercepts for each line equation form
3.7 Appraise parallel and perpendicular of linear equations
3.8 Use the graph of a line to identify its slope, x- and y-intercepts and/or to determine the equation of the line
3.9 Recognize horizontal and vertical lines and their slopes

3.10 Model understanding of domain and range
3.11 Graph a linear equation and linear inequalities
3.12 Evaluate graphs of shaded inequalities

CLO 4: Solve systems of equations and inequalities

4.1 Classify independent and consistent systems of linear equations
4.2 Classify dependent and consistent systems of linear equations
4.3 Classify independent and inconsistent systems of linear equations
4.4 Solve systems of linear equations by graphing
4.5 Solve systems of linear equations by substitution
4.6 Solve systems of linear equations by elimination

CLO 5: Factor polynomials and trinomials

5.1 Add, subtract, and multiply polynomials
5.2 Find the greatest common factor of a polynomial
5.3 Identify the components and differentiate the features of various polynomials
5.3.1 Determine the degree and leading coefficients
5.3.2 Identify and factor trinomial squares
5.3.3 Recognize and factor the difference of squares
5.3.4 Classify and factor the sum and difference of cubes
5.4 Use various methods to factor polynomials

WEEK 5 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Technology Requirements (Hardware/Software)

If your course or program is hybrid or blended, please refer to the Online Technical Requirements web page for the eCourses technical requirements to ensure your computer at home will fully support your coursework. Internet Explorer is the recommended browser. In addition, Microsoft Office applications such as Word, Excel and PowerPoint are standard for SJVC eCourses.

Due to the necessity of technology in eCourses, you must have a backup plan for using an alternative computer with internet access in case of problems with your personal computer. If you live near any SJVC campus, you may use the computer labs located on each campus. If you have a technology problem that affects your ability to access your online course, please notify your instructor immediately. If you can access other internet sites but cannot access your online course, you need to contact the SJVC Help Desk to seek assistance.

If you have no internet access at all, it is not an SJVC eCourses issue. Please be aware that the Help Desk does not cover problems that you may be experiencing with your computer hardware, internet connection, or other technical problems that may require a technician or intervention from your Internet Service Provider.

Institutional Classroom Standards

As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook*, the *College Catalog* and your *program handbook* (if applicable)*. In addition, your classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

A. As a professional, you are expected to follow a dress code. At SJVC you will dress for success. In all classes, including General Education courses, students are expected to follow their program dress codes.

B. As a professional, you are required to be present and punctual every day. Just as you would give notification at work, you are to contact your instructor ahead of class time if absence or tardiness is unavoidable.

C. On the job, you are expected to complete work on time. Your training for meeting deadlines begins now:

   i. Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit.

   ii. Missed quizzes may not be taken.

   iii. Missed midterms or final exams, however, may be taken in accordance with college policy.

D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

F. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

G. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

This syllabus is only a guideline and subject to change.

***Some programs have additional program requirements. Please see your Program Director or Instructor for details.**

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Performance exams

- Skill competencies
- Case studies

d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

Evaluation of student performance may be based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. The final grade in the course is determined by the percent ranges converted to the letter grade.

Library Resources

CREDO	Credo will take you through various online modules and give you the foundation you need to write your next paper. • Starting Your Research Paper • Types of Sources • Search Strategies and Techniques • Evaluating and Using Information • APA Citations and Tools • Presenting Information Access Credo through InfoZone under the "eCourses" tab. Credo can be found in the "My Courses" section.
LIRN	The Library Information Resources Network (LIRN) provides millions of resources covering a wide variety of topics for general education, business, medical, and more. • Access to databases • Journals, magazines, newspapers • Reference works • Podcasts, audio, video and images Access LIRN through InfoZone under the "Links" tab and enter the code for your campus. Campus codes can be found below.

Aviation	19037	Modesto	49556
Bakersfield	67295	Online	32421
Delano	53454	Ontario	14426
Fresno	14293	Porterville	22219
Hanford	58188	Rancho Cordova	98989
Hesperia	38884	San Diego	83490

		Lancaster	74708	Temecula	22984
		Madera	03804	Visalia	58188
eBraryAcademic Complete™:	eBrary is part of LIRN and offers access to thousands of eBooks from trusted publishers in all academic subject areas along with powerful research tools. Access eBrary by first logging into LIRN. Once in LIRN, select "Academic Complete" from the available databases.				
Destiny	Looking for a book in your campus library? Destiny allows you to do an online search through your on-campus library resources. Access Destiny through InfoZone under the "Links" tab, then select your campus.				
NEED HELP?	• Instructors can clarify their expectations. • Student Center Coordinators and Librarians can provide help along the way. • Email SJVCLibrary@sjvc.edu Contact information for the Student Center and Library can be found by accessing Destiny through InfoZone under the "Links" tab, then selecting your campus.				

Course Syllabus

Course:	MTH 122: College Algebra – Part B	
Units/Hours:	3.0 Units / 45 Total Hours (45 Lecture/Theory)	
Total Weeks:	5 Weeks	
Instructor: **Advising Times:** **Phone:** **Email:**		
Class Schedule:	Monday through Thursday Insert Dates and Time of Class	
Textbook(s):	**Title:**	Intermediate Algebra: A Guided Approach
	Author(s):	Rosemary Karr, Marilyn Massey, R. David Gustafson
	Edition:	10th
	ISBN:	9781435462502

Prerequisite(s):
MTH 121

Course Description:
This course integrates technology with mathematics through the use of online learning resources. Topics include use of formulas, algebraic expressions, polynomials, exponential and logarithmic expressions, and quadratic equations. Students will utilize rational and radical expressions and conics functions. This course offers applications that allow students to relate to and to apply concepts to their field of study.

Course Learning Outcomes

Upon completion of this course, the successful student will be able to:

1. Simplify, multiply, and divide rational expressions
2. Simplify radical expressions and equations
3. Solve and graph quadratic equations
4. Evaluate and solve exponential and logarithmic functions
5. Identify and graph conics

Grade Item Weights

- 35% Homework and Projects
- 40% Exams
- 25% Quizzes

Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional polices please view your College Catalog.

Academic Honesty and APA	Students are required to do their own work honestly, without cheating or plagiarizing. Plagiarism is defined as using another's statements or thoughts without giving that source proper credit. SJVC does not and will not tolerate intentional involvement in dishonest academic behavior(s). Students who violate this policy will be subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College. Click here for some additional information on Plagiarism and how to avoid it.
Attendance Policy	Students are expected to attend all class meetings. Regular class attendance is an integral component in achieving satisfactory grades. When a student has been absent or expects to be absent from class, he/she should call or e-mail the instructor to advise him/her of the reason for the absence.
Late Assignment Policy	Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit. If a student will be absent on the day of the mid-course or final exam, he/she must make prior arrangements with the course instructor to take the examination within three (3) class days of the scheduled exam.
Programmatic Requirements	Some programs hold different requirements than mentioned above. See your instructor and/or your program handbook for details.

Grading Scale

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	**-**	**100%**	**=**	**A**
80	**-**	**89%**	**=**	**B**
70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
	Below 65		**=**	**F**

Weekly Outline of Curriculum

Week 1

Course Learning Outcome(s) Addressed

CLO 1: Simplify, multiply, and divide rational expressions

1.1 Simplify complex fractions
1.2 Multiply and divide rational expressions
1.3 Use various methods to factor polynomials found in numerators and denominators of rational expressions
1.4 Identify and factor special products of perfect trinomial squares and differences of squares
1.5 Find equivalent rational expressions

1.6 Find common denominators for rational expressions
1.7 Add and subtract complex fractions
1.8 Solve for rational expressions

CLO 2: Simplify radical expressions and equations

2.1 Multiply, divide, add, and subtract radical expressions
2.2 Convert between radical and exponential form
2.3 Use the properties of exponents to simplify rational exponents
2.4 Simplify radical expressions
2.5 Define negative radicals as identities of i and apply to create imaginary and complex numbers

CLO 3: Solve and graph quadratic equations

3.1 Solve quadratic equations by factoring
3.2 Solve quadratic equations by completing the square
3.3 Solve quadratic equations by using the quadratic formula
3.4 Graph quadratic equations using x-intercepts and y-intercept
3.5 Graph quadratic equations using line of symmetry and vertex
3.6 Graph quadratic equations using (h,k) translations

CLO 4: Evaluate and solve exponential and logarithmic functions

4.1 Simplify logarithmic expressions by using the properties of logarithms
4.2 Convert between logarithmic form and exponential form
4.3 Perform operations involving logarithmic properties, bases, and integer exponents

CLO 5: Identify and graph conics

5.1 Apply principles of parabolas to y-axis
5.2 Interpret equations for and graph circles
5.3 Interpret equations for and graph ellipses
5.4 Interpret equations for and graph hyperbolas
5.5 Derive appropriate equations and special points of circles
5.6 Derive appropriate equations and special points of ellipses
5.7 Derive appropriate equations and special points of hyperbolas

WEEK 1 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 2

Course Learning Outcome(s) Addressed

CLO 1: Simplify, multiply, and divide rational expressions

1.1 Simplify complex fractions
1.2 Multiply and divide rational expressions
1.3 Use various methods to factor polynomials found in numerators and denominators of rational expressions
1.4 Identify and factor special products of perfect trinomial squares and differences of squares
1.5 Find equivalent rational expressions
1.6 Find common denominators for rational expressions
1.7 Add and subtract complex fractions
1.8 Solve for rational expressions

CLO 2: Simplify radical expressions and equations

2.1 Multiply, divide, add, and subtract radical expressions
2.2 Convert between radical and exponential form
2.3 Use the properties of exponents to simplify rational exponents
2.4 Simplify radical expressions
2.5 Define negative radicals as identities of i and apply to create imaginary and complex numbers

CLO 3: Solve and graph quadratic equations

3.1 Solve quadratic equations by factoring
3.2 Solve quadratic equations by completing the square
3.3 Solve quadratic equations by using the quadratic formula
3.4 Graph quadratic equations using x-intercepts and y-intercept
3.5 Graph quadratic equations using line of symmetry and vertex
3.6 Graph quadratic equations using (h,k) translations

CLO 4: Evaluate and solve exponential and logarithmic functions

4.1 Simplify logarithmic expressions by using the properties of logarithms
4.2 Convert between logarithmic form and exponential form
4.3 Perform operations involving logarithmic properties, bases, and integer exponents

CLO 5: Identify and graph conics

5.1 Apply principles of parabolas to y-axis
5.2 Interpret equations for and graph circles
5.3 Interpret equations for and graph ellipses
5.4 Interpret equations for and graph hyperbolas
5.5 Derive appropriate equations and special points of circles
5.6 Derive appropriate equations and special points of ellipses
5.7 Derive appropriate equations and special points of hyperbolas

WEEK 2 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 3

Course Learning Outcome(s) Addressed

CLO 1: Simplify, multiply, and divide rational expressions

1.1 Simplify complex fractions
1.2 Multiply and divide rational expressions
1.3 Use various methods to factor polynomials found in numerators and denominators of rational expressions
1.4 Identify and factor special products of perfect trinomial squares and differences of squares
1.5 Find equivalent rational expressions
1.6 Find common denominators for rational expressions
1.7 Add and subtract complex fractions
1.8 Solve for rational expressions

CLO 2: Simplify radical expressions and equations

2.1 Multiply, divide, add, and subtract radical expressions
2.2 Convert between radical and exponential form
2.3 Use the properties of exponents to simplify rational exponents
2.4 Simplify radical expressions
2.5 Define negative radicals as identities of i and apply to create imaginary and complex numbers

CLO 3: Solve and graph quadratic equations

3.1 Solve quadratic equations by factoring
3.2 Solve quadratic equations by completing the square
3.3 Solve quadratic equations by using the quadratic formula
3.4 Graph quadratic equations using x-intercepts and y-intercept
3.5 Graph quadratic equations using line of symmetry and vertex
3.6 Graph quadratic equations using (h,k) translations

CLO 4: Evaluate and solve exponential and logarithmic functions

4.1 Simplify logarithmic expressions by using the properties of logarithms
4.2 Convert between logarithmic form and exponential form
4.3 Perform operations involving logarithmic properties, bases, and integer exponents

CLO 5: Identify and graph conics

5.1 Apply principles of parabolas to y-axis
5.2 Interpret equations for and graph circles
5.3 Interpret equations for and graph ellipses
5.4 Interpret equations for and graph hyperbolas
5.5 Derive appropriate equations and special points of circles
5.6 Derive appropriate equations and special points of ellipses
5.7 Derive appropriate equations and special points of hyperbolas

WEEK 3 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 4

Course Learning Outcome(s) Addressed

CLO 1: Simplify, multiply, and divide rational expressions

1.1 Simplify complex fractions
1.2 Multiply and divide rational expressions
1.3 Use various methods to factor polynomials found in numerators and denominators of rational expressions
1.4 Identify and factor special products of perfect trinomial squares and differences of squares
1.5 Find equivalent rational expressions
1.6 Find common denominators for rational expressions
1.7 Add and subtract complex fractions
1.8 Solve for rational expressions

CLO 2: Simplify radical expressions and equations

2.1 Multiply, divide, add, and subtract radical expressions
2.2 Convert between radical and exponential form
2.3 Use the properties of exponents to simplify rational exponents
2.4 Simplify radical expressions
2.5 Define negative radicals as identities of i and apply to create imaginary and complex numbers

CLO 3: Solve and graph quadratic equations

3.1 Solve quadratic equations by factoring
3.2 Solve quadratic equations by completing the square
3.3 Solve quadratic equations by using the quadratic formula
3.4 Graph quadratic equations using x-intercepts and y-intercept
3.5 Graph quadratic equations using line of symmetry and vertex
3.6 Graph quadratic equations using (h,k) translations

CLO 4: Evaluate and solve exponential and logarithmic functions

4.1 Simplify logarithmic expressions by using the properties of logarithms
4.2 Convert between logarithmic form and exponential form
4.3 Perform operations involving logarithmic properties, bases, and integer exponents

CLO 5: Identify and graph conics

5.1 Apply principles of parabolas to y-axis
5.2 Interpret equations for and graph circles
5.3 Interpret equations for and graph ellipses
5.4 Interpret equations for and graph hyperbolas

5.5 Derive appropriate equations and special points of circles
5.6 Derive appropriate equations and special points of ellipses
5.7 Derive appropriate equations and special points of hyperbolas

WEEK 4 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 5

Course Learning Outcome(s) Addressed

CLO 1: Simplify, multiply, and divide rational expressions

1.1 Simplify complex fractions
1.2 Multiply and divide rational expressions
1.3 Use various methods to factor polynomials found in numerators and denominators of rational expressions
1.4 Identify and factor special products of perfect trinomial squares and differences of squares
1.5 Find equivalent rational expressions
1.6 Find common denominators for rational expressions
1.7 Add and subtract complex fractions
1.8 Solve for rational expressions

CLO 2: Simplify radical expressions and equations

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2.2 Convert between radical and exponential form
2.3 Use the properties of exponents to simplify rational exponents
2.4 Simplify radical expressions
2.5 Define negative radicals as identities of i and apply to create imaginary and complex numbers

CLO 3: Solve and graph quadratic equations

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3.3 Solve quadratic equations by using the quadratic formula
3.4 Graph quadratic equations using x-intercepts and y-intercept
3.5 Graph quadratic equations using line of symmetry and vertex
3.6 Graph quadratic equations using (h,k) translations

CLO 4: Evaluate and solve exponential and logarithmic functions

4.1 Simplify logarithmic expressions by using the properties of logarithms

4.2 Convert between logarithmic form and exponential form

4.3 Perform operations involving logarithmic properties, bases, and integer exponents

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5.1 Apply principles of parabolas to y-axis

5.2 Interpret equations for and graph circles

5.3 Interpret equations for and graph ellipses

5.4 Interpret equations for and graph hyperbolas

5.5 Derive appropriate equations and special points of circles

5.6 Derive appropriate equations and special points of ellipses

5.7 Derive appropriate equations and special points of hyperbolas

WEEK 5 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Technology Requirements (Hardware/Software)

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   iii. Missed midterms or final exams, however, may be taken in accordance with college policy.

D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

F. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

G. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

This syllabus is only a guideline and subject to change.

***Some programs have additional program requirements. Please see your Program Director or Instructor for details.**

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Performance exams

- Skill competencies
- Case studies

d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

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LIRN	The Library Information Resources Network (LIRN) provides millions of resources covering a wide variety of topics for general education, business, medical, and more. • Access to databases • Journals, magazines, newspapers • Reference works • Podcasts, audio, video and images Access LIRN through InfoZone under the "Links" tab and enter the code for your campus. Campus codes can be found below.

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Hesperia	38884	San Diego	83490

		Lancaster	74708	Temecula	22984
		Madera	03804	Visalia	58188
eBraryAcademic Complete™:	eBrary is part of LIRN and offers access to thousands of eBooks from trusted publishers in all academic subject areas along with powerful research tools. Access eBrary by first logging into LIRN. Once in LIRN, select "Academic Complete" from the available databases.				
Destiny	Looking for a book in your campus library? Destiny allows you to do an online search through your on-campus library resources. Access Destiny through InfoZone under the "Links" tab, then select your campus.				
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Introduction to the Natural Sciences

Course Syllabus

Course:	NSC 1: Introduction to the Natural Sciences
Units/Hours:	3.0 Units / 45 Total Hours (45 Lecture/Theory)
Total Weeks:	5 Weeks
Instructor: **Advising Times:** **Phone:** **Email:**	
Class Schedule:	Monday through Thursday Insert Dates and Time of Class

Textbook(s):	**Title:**	NSC1: Introduction to the Natural Sciences (Custom Publication)
	Author(s):	Shipman, Wilson, Higgins, Torres, Starr
	Edition:	1st
	ISBN:	9781337441667

Prerequisite(s):

None

Course Description:

This course presents an overview of the basic concepts of the natural sciences, emphasizing biology, chemistry, physical, earth and space science. These concepts are taught both as a technical foundation and from a historical perspective. The subject matter is integrated into lecture discussions covering the environment, ecology, and the relevance of natural science to human affairs. Subjects discussed include current and relevant social, scientific and economic issues. Special projects and activities may be required.

Course Learning Outcomes

Upon completion of this course, the successful student will be able to:

1. Demonstrate the basic principles of biology and relate them to practical applications
2. Identify the essential roles and properties of chemistry
3. Describe the general rules of physics and apply them to the world around us
4. Demonstrate knowledge of astronomy when examining the organization and composition of the universe
5. Identify the basic principles of geology and environmental science, as well as how they apply to the world
6. Utilize the scientific method and evaluate conclusions drawn from scientific data

Grade Item Weights

- 50% Homework and Projects
- 33% Exams
- 17% Quizzes

Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional polices please view your College Catalog.

Academic Honesty and APA	Students are required to do their own work honestly, without cheating or plagiarizing. Plagiarism is defined as using another's statements or thoughts without giving that source proper credit. SJVC does not and will not tolerate intentional involvement in dishonest academic behavior(s). Students who violate this policy will be subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College. Click here for some additional information on Plagiarism and how to avoid it.
Attendance Policy	Students are expected to attend all class meetings. Regular class attendance is an integral component in achieving satisfactory grades. When a student has been absent or expects to be absent from class, he/she should call or e-mail the instructor to advise him/her of the reason for the absence.
Late Assignment Policy	Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit. If a student will be absent on the day of the mid-course or final exam, he/she must make prior arrangements with the course instructor to take the examination within three (3) class days of the scheduled exam.
Programmatic Requirements	Some programs hold different requirements than mentioned above. See your instructor and/or your program handbook for details.

Grading Scale

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	**-**	**100%**	**=**	**A**
80	**-**	**89%**	**=**	**B**
70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
	Below 65		**=**	**F**

Weekly Outline of Curriculum

Week 1

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate the basic principles of biology and relate them to practical applications

1.1 Identify historical figures and developments in Biology

1.2 Explain the hierarchy of ecology from biome to organism

1.3 Describe energy balance and homeostasis in an ecosystem

1.4 Identify trophic levels and the food web
1.5 Compare and contrast cell types and cell structure
1.6 Apply the principles of classical genetics to predict inheritance
1.7 Explain the concepts of classification and evolutionary theory

CLO 2: Identify the essential roles and properties of chemistry

2.1 Identify historical figures and developments in chemistry
2.2 Explain modern atomic structure
2.3 Explain Periodic table and properties of matter
2.4 Compare chemical bonding (ionic and covalent)
2.5 Identify the pH scale
2.6 Compare and contrast nuclear fission and fusion

CLO 3: Describe the general rules of physics and apply them to the world around us

3.1 Identify historical figures and developments in physics
3.2 Describe the basic concepts of classical physics and movement
3.3 Distinguish between energy, work, and power
3.4 Describe heat transfer and thermodynamics
3.5 Explain how electricity and magnetism relate to physics
3.6 Describe gravity including the effect of mass
3.7 Identify properties and forms of wave energy (sound and light)

CLO 4: Demonstrate knowledge of astronomy when examining the organization and composition of the universe

4.1 Identify historical figures and developments in Astronomy
4.2 Describe the formation and lifecycle of stars
4.3 Describe the formation of planets and solar systems
4.4 Compare and contrast celestial bodies
4.5 Explain the concept of the Big Bang Theory and Doppler effect

CLO 5: Identify the basic principles of geology and environmental science, as well as how they apply to the world

5.1 Identify historical figures and developments in Earth Sciences
5.2 Explain the basic geology of the rock cycle
5.3 Explain the theories of continental drift and plate tectonics
5.4 Describe the Atmosphere and the function of the ozone Layer
5.5 Compare sources of human energy production
5.6 Explain pollution and Greenhouse Effect
5.7 Describe how energy production/usage and pollution affect the environment

CLO 6: Utilize the scientific method and evaluate conclusions drawn from scientific data

6.1 Define science
6.2 Explain the scientific method its steps
6.3 Relate the importance of ethics in the scientific method
6.4 Explain how to interpret scientific data

WEEK 1 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 2

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate the basic principles of biology and relate them to practical applications

1.1 Identify historical figures and developments in Biology
1.2 Explain the hierarchy of ecology from biome to organism
1.3 Describe energy balance and homeostasis in an ecosystem
1.4 Identify trophic levels and the food web
1.5 Compare and contrast cell types and cell structure
1.6 Apply the principles of classical genetics to predict inheritance
1.7 Explain the concepts of classification and evolutionary theory

CLO 2: Identify the essential roles and properties of chemistry

2.1 Identify historical figures and developments in chemistry
2.2 Explain modern atomic structure
2.3 Explain Periodic table and properties of matter
2.4 Compare chemical bonding (ionic and covalent)
2.5 Identify the pH scale
2.6 Compare and contrast nuclear fission and fusion

CLO 3: Describe the general rules of physics and apply them to the world around us

3.1 Identify historical figures and developments in physics
3.2 Describe the basic concepts of classical physics and movement
3.3 Distinguish between energy, work, and power
3.4 Describe heat transfer and thermodynamics
3.5 Explain how electricity and magnetism relate to physics
3.6 Describe gravity including the effect of mass
3.7 Identify properties and forms of wave energy (sound and light)

CLO 4: Demonstrate knowledge of astronomy when examining the organization and composition of the universe

4.1 Identify historical figures and developments in Astronomy
4.2 Describe the formation and lifecycle of stars
4.3 Describe the formation of planets and solar systems
4.4 Compare and contrast celestial bodies
4.5 Explain the concept of the Big Bang Theory and Doppler effect

CLO 5: Identify the basic principles of geology and environmental science, as well as how they apply to the world

5.1 Identify historical figures and developments in Earth Sciences

5.2 Explain the basic geology of the rock cycle
5.3 Explain the theories of continental drift and plate tectonics
5.4 Describe the Atmosphere and the function of the ozone Layer
5.5 Compare sources of human energy production
5.6 Explain pollution and Greenhouse Effect
5.7 Describe how energy production/usage and pollution affect the environment

CLO 6: Utilize the scientific method and evaluate conclusions drawn from scientific data

6.1 Define science
6.2 Explain the scientific method its steps
6.3 Relate the importance of ethics in the scientific method
6.4 Explain how to interpret scientific data

WEEK 2 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 3

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate the basic principles of biology and relate them to practical applications

1.1 Identify historical figures and developments in Biology
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WEEK 3 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 4

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate the basic principles of biology and relate them to practical applications

1.1 Identify historical figures and developments in Biology
1.2 Explain the hierarchy of ecology from biome to organism
1.3 Describe energy balance and homeostasis in an ecosystem
1.4 Identify trophic levels and the food web
1.5 Compare and contrast cell types and cell structure
1.6 Apply the principles of classical genetics to predict inheritance
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2.4 Compare chemical bonding (ionic and covalent)
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3.5 Explain how electricity and magnetism relate to physics
3.6 Describe gravity including the effect of mass
3.7 Identify properties and forms of wave energy (sound and light)

CLO 4: Demonstrate knowledge of astronomy when examining the organization and composition of the universe

4.1 Identify historical figures and developments in Astronomy
4.2 Describe the formation and lifecycle of stars
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WEEK 4 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 5

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate the basic principles of biology and relate them to practical applications

- 1.1 Identify historical figures and developments in Biology
- 1.2 Explain the hierarchy of ecology from biome to organism
- 1.3 Describe energy balance and homeostasis in an ecosystem
- 1.4 Identify trophic levels and the food web
- 1.5 Compare and contrast cell types and cell structure
- 1.6 Apply the principles of classical genetics to predict inheritance
- 1.7 Explain the concepts of classification and evolutionary theory

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- 4.1 Identify historical figures and developments in Astronomy
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- 4.4 Compare and contrast celestial bodies

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6.4 Explain how to interpret scientific data

WEEK 5 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Technology Requirements (Hardware/Software)

If your course or program is hybrid or blended, please refer to the Online Technical Requirements web page for the eCourses technical requirements to ensure your computer at home will fully support your coursework. Internet Explorer is the recommended browser. In addition, Microsoft Office applications such as Word, Excel and PowerPoint are standard for SJVC eCourses.

Due to the necessity of technology in eCourses, you must have a backup plan for using an alternative computer with internet access in case of problems with your personal computer. If you live near any SJVC campus, you may use the computer labs located on each campus. If you have a technology problem that affects your ability to access your online course, please notify your instructor immediately. If you can access other internet sites but cannot access your online course, you need to contact the SJVC Help Desk to seek assistance.

If you have no internet access at all, it is not an SJVC eCourses issue. Please be aware that the Help Desk does not cover problems that you may be experiencing with your computer hardware, internet connection, or other technical problems that may require a technician or intervention from your Internet Service Provider.

Institutional Classroom Standards

As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook*, the *College Catalog* and your *program handbook* (if applicable)*. In addition, your classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

A. As a professional, you are expected to follow a dress code. At SJVC you will dress for success. In all classes, including General Education courses, students are expected to follow their program dress codes.

B. As a professional, you are required to be present and punctual every day. Just as you would give notification at work, you are to contact your instructor ahead of class time if absence or tardiness is unavoidable.

C. On the job, you are expected to complete work on time. Your training for meeting deadlines begins now:

   i. Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit.

   ii. Missed quizzes may not be taken.

   iii. Missed midterms or final exams, however, may be taken in accordance with college policy.

D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

F. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

G. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

This syllabus is only a guideline and subject to change.

***Some programs have additional program requirements. Please see your Program Director or Instructor for details.**

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Performance exams

- Skill competencies
- Case studies

d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

Evaluation of student performance may be based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. The final grade in the course is determined by the percent ranges converted to the letter grade.

Library Resources

CREDO	Credo will take you through various online modules and give you the foundation you need to write your next paper. • Starting Your Research Paper • Types of Sources • Search Strategies and Techniques • Evaluating and Using Information • APA Citations and Tools • Presenting Information Access Credo through InfoZone under the "eCourses" tab. Credo can be found in the "My Courses" section.
LIRN	The Library Information Resources Network (LIRN) provides millions of resources covering a wide variety of topics for general education, business, medical, and more. • Access to databases • Journals, magazines, newspapers • Reference works • Podcasts, audio, video and images Access LIRN through InfoZone under the "Links" tab and enter the code for your campus. Campus codes can be found below.

Aviation	19037	Modesto	49556
Bakersfield	67295	Online	32421
Delano	53454	Ontario	14426
Fresno	14293	Porterville	22219
Hanford	58188	Rancho Cordova	98989
Hesperia	38884	San Diego	83490

	 Lancaster 74708 Madera 03804 Temecula 22984 Visalia 58188
eBraryAcademic Complete™:	eBrary is part of LIRN and offers access to thousands of eBooks from trusted publishers in all academic subject areas along with powerful research tools. Access eBrary by first logging into LIRN. Once in LIRN, select "Academic Complete" from the available databases.
Destiny	Looking for a book in your campus library? Destiny allows you to do an online search through your on-campus library resources. Access Destiny through InfoZone under the "Links" tab, then select your campus.
NEED HELP?	• Instructors can clarify their expectations. • Student Center Coordinators and Librarians can provide help along the way. • Email SJVCLibrary@sjvc.edu Contact information for the Student Center and Library can be found by accessing Destiny through InfoZone under the "Links" tab, then selecting your campus.

Ethics

Course Syllabus

Course:	PHIL 1C: Ethics	
Units/Hours:	3.0 Units / 45 Total Hours (45 Lecture/Theory)	
Total Weeks:	5 Weeks	
Instructor: **Advising Times:** **Phone:** **Email:**		
Class Schedule:	Monday through Thursday Insert Dates and Time of Class	
Textbook(s):	**Title:**	ETHICS
	Author(s):	Van Camp
	Edition:	1st
	ISBN:	9781133308911

Prerequisite(s):
None

Course Description:
This course provides an introduction to the ethical problems and issues in modern society. Students will discuss current events related to ethical issues and participate in group discussions.

Course Learning Outcomes

Upon completion of this course, the successful student will be able to:

1. Discuss and explain how ethics and/or the lack of ethics impacts the individual and society
2. Assess and summarize the different theories of ethics
3. Contrast and compare the differences between personal and organizational ethics
4. Describe moral development
5. Develop awareness of the student's own Code of Ethics
6. Discuss contemporary ethical issues within society including abortion, capital punishment, cloning, euthanasia, war, sexuality, and animal testing
7. Evaluate and discuss ethical dilemmas commonly associated with the student's chosen profession

Grade Item Weights

- 50% Homework and Projects
- 33% Exams
- 17% Quizzes

Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional polices please view your College Catalog.

Academic Honesty and APA	Students are required to do their own work honestly, without cheating or plagiarizing. Plagiarism is defined as using another's statements or thoughts without giving that source proper credit. SJVC does not and will not tolerate intentional involvement in dishonest academic behavior(s). Students who violate this policy will be subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College. Click here for some additional information on Plagiarism and how to avoid it.
Attendance Policy	Students are expected to attend all class meetings. Regular class attendance is an integral component in achieving satisfactory grades. When a student has been absent or expects to be absent from class, he/she should call or e-mail the instructor to advise him/her of the reason for the absence.
Late Assignment Policy	Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit. If a student will be absent on the day of the mid-course or final exam, he/she must make prior arrangements with the course instructor to take the examination within three (3) class days of the scheduled exam.
Programmatic Requirements	Some programs hold different requirements than mentioned above. See your instructor and/or your program handbook for details.

Grading Scale

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	**-**	**100%**	**=**	**A**
80	**-**	**89%**	**=**	**B**
70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
	Below 65		**=**	**F**

Weekly Outline of Curriculum

Week 1

Course Learning Outcome(s) Addressed

CLO 1: Discuss and explain how ethics and/or the lack of ethics impacts the individual and society

1.1 Analyze the elements of justice, reward, and punishment as they relate to ethics and morality

1.2 Analyze religious and secular ways of viewing ethics or lack of ethical behavior from the perspective of the individual and society

CLO 2: Assess and summarize the different theories of ethics

2.1 Describe the historical, social, and cultural evolution of the study and theories of ethics and morality

2.2 Distinguish between consequentiality and nonconsequentialist theories of ethics, including ethical egoism, utilitarianism, and divine command theories

2.3 Differentiate the beliefs of major philosophers such as Aristotle, Immanuel Kant, and Sir William David Ross

2.4 Compare and contrast various beliefs such as determinism, relativism, and absolutism

CLO 3: Contrast and compare the differences between personal and organizational ethics

3.1 Discuss both religious and secular ways of defining and looking at morality and ethics

3.2 Analyze case studies/dilemmas to evaluate the similarities and/or differences in personal and organization ethics

CLO 4: Describe moral development

4.1 Discuss the various problems and criticism of ethical theories and what elements potentially could be used to create a workable moral system

4.2 Describe the stages of moral development

CLO 5: Develop awareness of the student's own Code of Ethics

5.1 Inventory his/her personal belief system

CLO 6: Discuss contemporary ethical issues within society including abortion, capital punishment, cloning, euthanasia, war, sexuality, and animal testing

6.1 Discuss the pro and con arguments of current societal issues such as abortion, capital punishment, euthanasia, war, lying, cheating, stealing, and variations in sexuality

6.2 Apply the theories of ethics to case studies and scenarios involving current events

CLO 7: Evaluate and discuss ethical dilemmas commonly associated with the student's chosen profession

7.1 Discuss the concept of legality vs. morality

7.2 Discuss the pro and con arguments of current professional ethical issues such as cloning, sexual harassment, the media, and the use of animals for experimentation

WEEK 1 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 2

Course Learning Outcome(s) Addressed

CLO 1: Discuss and explain how ethics and/or the lack of ethics impacts the individual and society

1.1 Analyze the elements of justice, reward, and punishment as they relate to ethics and morality

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7.1 Discuss the concept of legality vs. morality

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WEEK 2 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 3

Course Learning Outcome(s) Addressed

CLO 1: Discuss and explain how ethics and/or the lack of ethics impacts the individual and society

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7.1 Discuss the concept of legality vs. morality

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WEEK 3 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 4

Course Learning Outcome(s) Addressed

CLO 1: Discuss and explain how ethics and/or the lack of ethics impacts the individual and society

1.1 Analyze the elements of justice, reward, and punishment as they relate to ethics and morality

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CLO 2: Assess and summarize the different theories of ethics

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CLO 5: Develop awareness of the student's own Code of Ethics

5.1 Inventory his/her personal belief system

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6.1 Discuss the pro and con arguments of current societal issues such as abortion, capital punishment, euthanasia, war, lying, cheating, stealing, and variations in sexuality

6.2 Apply the theories of ethics to case studies and scenarios involving current events

CLO 7: Evaluate and discuss ethical dilemmas commonly associated with the student's chosen profession

7.1 Discuss the concept of legality vs. morality

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WEEK 4 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 5

Course Learning Outcome(s) Addressed

CLO 1: Discuss and explain how ethics and/or the lack of ethics impacts the individual and society

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7.2 Discuss the pro and con arguments of current professional ethical issues such as cloning, sexual harassment, the media, and the use of animals for experimentation

WEEK 5 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

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As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook*, the *College Catalog* and your *program handbook* (if applicable)*. In addition, your classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

A. As a professional, you are expected to follow a dress code. At SJVC you will dress for success. In all classes, including General Education courses, students are expected to follow their program dress codes.

B. As a professional, you are required to be present and punctual every day. Just as you would give notification at work, you are to contact your instructor ahead of class time if absence or tardiness is unavoidable.

C. On the job, you are expected to complete work on time. Your training for meeting deadlines begins now:

   i. Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit.

   ii. Missed quizzes may not be taken.

iii. Missed midterms or final exams, however, may be taken in accordance with college policy.

D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

F. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

G. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

This syllabus is only a guideline and subject to change.

***Some programs have additional program requirements. Please see your Program Director or Instructor for details.**

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.
2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.
3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:
   a) **Writing Assignments:**
      - Written homework
      - Research papers
      - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
      - Exams
      - Homework problems
      - Quizzes

   c) **Skill Demonstration:**

- Individual and group presentations
- Performance exams
- Skill competencies
- Case studies

d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

Evaluation of student performance may be based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. The final grade in the course is determined by the percent ranges converted to the letter grade.

Library Resources

CREDO	Credo will take you through various online modules and give you the foundation you need to write your next paper. • Starting Your Research Paper • Types of Sources • Search Strategies and Techniques • Evaluating and Using Information • APA Citations and Tools • Presenting Information Access Credo through InfoZone under the "eCourses" tab. Credo can be found in the "My Courses" section.
LIRN	The Library Information Resources Network (LIRN) provides millions of resources covering a wide variety of topics for general education, business, medical, and more. • Access to databases • Journals, magazines, newspapers • Reference works • Podcasts, audio, video and images Access LIRN through InfoZone under the "Links" tab and enter the code for your campus. Campus codes can be found below.

Aviation	19037	Modesto	49556
Bakersfield	67295	Online	32421
Delano	53454	Ontario	14426
Fresno	14293	Porterville	22219

	 Hanford 58188 Hesperia 38884 Lancaster 74708 Madera 03804 Rancho Cordova 98989 San Diego 83490 Temecula 22984 Visalia 58188
eBraryAcademic Complete™:	eBrary is part of LIRN and offers access to thousands of eBooks from trusted publishers in all academic subject areas along with powerful research tools. Access eBrary by first logging into LIRN. Once in LIRN, select "Academic Complete" from the available databases.
Destiny	Looking for a book in your campus library? Destiny allows you to do an online search through your on-campus library resources. Access Destiny through InfoZone under the "Links" tab, then select your campus.
NEED HELP?	• Instructors can clarify their expectations. • Student Center Coordinators and Librarians can provide help along the way. • Email SJVCLibrary@sjvc.edu Contact information for the Student Center and Library can be found by accessing Destiny through InfoZone under the "Links" tab, then selecting your campus.

General Psychology

Course Syllabus

Course:	PSY 1: General Psychology	
Units/Hours:	3.0 Units / 45 Total Hours (45 Lecture/Theory)	
Total Weeks:	5 Weeks	
Instructor: **Advising Times:** **Phone:** **Email:**		
Class Schedule:	Monday through Thursday Insert Dates and Time of Class	
Textbook(s):	**Title:**	Psychology
	Author(s):	Spencer A. Rathus
	Edition:	4th
	ISBN:	9781305091924

Prerequisite(s):

None

Course Description:

This course covers the study of human behavior, moral development, and psychological theory as it applies to the individual, group, and community. Behavioral disorders and treatment, social perceptions, emotions and motivation, social influence, and group processes are topics included in this course.

Course Learning Outcomes

Upon completion of this course, the successful student will be able to:

1. Discuss the history and founders of the field of psychology as well as the major contributors to psychology and their theories
2. Discuss theories of behaviorism, cognition, psychoanalysis, and humanism
3. Evaluate and explain the biological basis of behavior and heredity and how they interact with the environment to influence behavior and development
4. Apply psychological concepts such as motivation, emotion, learning, and personality to areas commonly associated with the student's own professional goals

Grade Item Weights

- 50% Homework and Projects
- 33% Exams
- 17% Quizzes

Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional polices please view your College Catalog.

Academic Honesty and APA	Students are required to do their own work honestly, without cheating or plagiarizing. Plagiarism is defined as using another's statements or thoughts without giving that source proper credit. SJVC does not and will not tolerate intentional involvement in dishonest academic behavior(s). Students who violate this policy will be subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College. Click here for some additional information on Plagiarism and how to avoid it.
Attendance Policy	Students are expected to attend all class meetings. Regular class attendance is an integral component in achieving satisfactory grades. When a student has been absent or expects to be absent from class, he/she should call or e-mail the instructor to advise him/her of the reason for the absence.
Late Assignment Policy	Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit. If a student will be absent on the day of the mid-course or final exam, he/she must make prior arrangements with the course instructor to take the examination within three (3) class days of the scheduled exam.
Programmatic Requirements	Some programs hold different requirements than mentioned above. See your instructor and/or your program handbook for details.

Grading Scale

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	**-**	**100%**	**=**	**A**
80	**-**	**89%**	**=**	**B**
70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
	Below 65		**=**	**F**

Weekly Outline of Curriculum

Week 1

Course Learning Outcome(s) Addressed

CLO 1: Discuss the history and founders of the field of psychology as well as the major contributors to psychology and their theories

1.1 Define the science of Psychology

1.2 Describe the origins and history of psychology and identify people who made significant contributions to the field

1.3 Identify the theoretical perspectives from which psychologists view behavior and mental processes

1.4 Explain how psychologists study behavior and mental processes, focusing on methods of research, thinking critically, and using ethical considerations

CLO 2: Discuss theories of behaviorism, cognition, psychoanalysis, and humanism

- 2.1 Define behaviorism and identify the various behavioral approaches to therapy
- 2.2 Examine cognition and the methods used in cognitive therapy
- 2.3 Describe traditional psychoanalysis and psychodynamic therapies
- 2.4 Explain humanism and contrast its main approaches to therapy

CLO 3: Evaluate and explain the biological basis of behavior and heredity and how they interact with the environment to influence behavior and development

- 3.1 Describe the nervous system, including neurons, neural impulses, and neurotransmitters
- 3.2 Identify the sense organs and explain their functions
- 3.3 Explain the connections between heredity, behavior, and mental processes within psychology
- 3.4 Investigate environmental factors associated with the physical, cognitive, moral, social, and emotional development of children, adolescents, and adults

CLO 4: Apply psychological concepts such as motivation, emotion, learning, and personality to areas commonly associated with the student's own professional goals

- 4.1 Analyze motivation and how it pertains to students own professional goals
- 4.2 Analyze emotion and how it pertains to students own professional goals
- 4.3 Analyze learning and how it pertains to students own professional goals
- 4.4 Analyze personality and how it pertains to students own professional goals

WEEK 1 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 2

Course Learning Outcome(s) Addressed

CLO 1: Discuss the history and founders of the field of psychology as well as the major contributors to psychology and their theories

- 1.1 Define the science of Psychology
- 1.2 Describe the origins and history of psychology and identify people who made significant contributions to the field
- 1.3 Identify the theoretical perspectives from which psychologists view behavior and mental processes
- 1.4 Explain how psychologists study behavior and mental processes, focusing on methods of research, thinking critically, and using ethical considerations

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2.3 Describe traditional psychoanalysis and psychodynamic therapies

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CLO 3: Evaluate and explain the biological basis of behavior and heredity and how they interact with the environment to influence behavior and development

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3.2 Identify the sense organs and explain their functions

3.3 Explain the connections between heredity, behavior, and mental processes within psychology

3.4 Investigate environmental factors associated with the physical, cognitive, moral, social, and emotional development of children, adolescents, and adults

CLO 4: Apply psychological concepts such as motivation, emotion, learning, and personality to areas commonly associated with the student's own professional goals

4.1 Analyze motivation and how it pertains to students own professional goals

4.2 Analyze emotion and how it pertains to students own professional goals

4.3 Analyze learning and how it pertains to students own professional goals

4.4 Analyze personality and how it pertains to students own professional goals

WEEK 2 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 3

Course Learning Outcome(s) Addressed

CLO 1: Discuss the history and founders of the field of psychology as well as the major contributors to psychology and their theories

1.1 Define the science of Psychology

1.2 Describe the origins and history of psychology and identify people who made significant contributions to the field

1.3 Identify the theoretical perspectives from which psychologists view behavior and mental processes

1.4 Explain how psychologists study behavior and mental processes, focusing on methods of research, thinking critically, and using ethical considerations

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4.3 Analyze learning and how it pertains to students own professional goals

4.4 Analyze personality and how it pertains to students own professional goals

WEEK 3 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 4

Course Learning Outcome(s) Addressed

CLO 1: Discuss the history and founders of the field of psychology as well as the major contributors to psychology and their theories

1.1 Define the science of Psychology

1.2 Describe the origins and history of psychology and identify people who made significant contributions to the field

1.3 Identify the theoretical perspectives from which psychologists view behavior and mental processes

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4.3 Analyze learning and how it pertains to students own professional goals

4.4 Analyze personality and how it pertains to students own professional goals

WEEK 4 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 5

Course Learning Outcome(s) Addressed

CLO 1: Discuss the history and founders of the field of psychology as well as the major contributors to psychology and their theories

1.1 Define the science of Psychology

1.2 Describe the origins and history of psychology and identify people who made significant contributions to the field

1.3 Identify the theoretical perspectives from which psychologists view behavior and mental processes

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4.2 Analyze emotion and how it pertains to students own professional goals

4.3 Analyze learning and how it pertains to students own professional goals

4.4 Analyze personality and how it pertains to students own professional goals

WEEK 5 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Technology Requirements (Hardware/Software)

If your course or program is hybrid or blended, please refer to the Online Technical Requirements web page for the eCourses technical requirements to ensure your computer at home will fully support your coursework. Internet Explorer is the recommended browser. In addition, Microsoft Office applications such as Word, Excel and PowerPoint are standard for SJVC eCourses.

Due to the necessity of technology in eCourses, you must have a backup plan for using an alternative computer with internet access in case of problems with your personal computer. If you live near any SJVC campus, you may use the computer labs located on each campus. If you have a technology problem that affects your ability to access your online course, please notify your instructor immediately. If you can access other internet sites but cannot access your online course, you need to contact the SJVC Help Desk to seek assistance.

If you have no internet access at all, it is not an SJVC eCourses issue. Please be aware that the Help Desk does not cover problems that you may be experiencing with your computer hardware, internet connection, or other technical problems that may require a technician or intervention from your Internet Service Provider.

Institutional Classroom Standards

As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook*, the *College Catalog* and your *program handbook* (if applicable)*. In addition, your classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

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D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

F. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

G. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

This syllabus is only a guideline and subject to change.

***Some programs have additional program requirements. Please see your Program Director or Instructor for details.**

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Performance exams

- Skill competencies
- Case studies

d) Objective Examinations:

- Multiple choice
- Matching items
- Fill-in-the-blanks
- Essays
- Short answer
- True or false

Evaluation of student performance may be based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. The final grade in the course is determined by the percent ranges converted to the letter grade.

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LIRN	The Library Information Resources Network (LIRN) provides millions of resources covering a wide variety of topics for general education, business, medical, and more. • Access to databases • Journals, magazines, newspapers • Reference works • Podcasts, audio, video and images Access LIRN through InfoZone under the "Links" tab and enter the code for your campus. Campus codes can be found below.

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Bakersfield	67295	Online	32421
Delano	53454	Ontario	14426
Fresno	14293	Porterville	22219
Hanford	58188	Rancho Cordova	98989
Hesperia	38884	San Diego	83490

		Lancaster	74708	Temecula	22984
		Madera	03804	Visalia	58188
eBraryAcademic Complete™:	eBrary is part of LIRN and offers access to thousands of eBooks from trusted publishers in all academic subject areas along with powerful research tools. Access eBrary by first logging into LIRN. Once in LIRN, select "Academic Complete" from the available databases.				
Destiny	Looking for a book in your campus library? Destiny allows you to do an online search through your on-campus library resources. Access Destiny through InfoZone under the "Links" tab, then select your campus.				
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Introduction to Public Speaking

Course Syllabus

Course:	SPC 1A - Introduction to Public Speaking	
Units/Hours:	3 Units / 45 Total Hours (45 Lecture/Theory)	
Total Weeks:	5 Weeks	
Instructor: **Advising Times:** **Phone:** **Email:**		
Class Schedule:	Monday through Thursday Insert Dates and Time of Class	
Textbook(s):	**Title:**	The Challenge of Effective Speaking
	Author(s):	Verderber/Sellnow/Verderber
	Edition:	16th
	ISBN:	9781285094847

Prerequisite(s):

None

Course Description:

The theory and techniques of public speaking will be addressed in this course. Emphasis on the logical organization and composition of informative and persuasive speeches and practice in clearly stating and developing ideas will be covered. Techniques and tools for confidence building and reducing anxiety are also included in this course.

Course Learning Outcomes

Upon completion of this course, the successful student will be able to:

1. Demonstrate and practice the fundamentals of oral composition and delivery
2. Focus on methods for improving skills as a communicator and public speaker
3. Improve critical listening skills
4. Enhance understanding of speech preparation and delivery including lectures, reading assignments, in-class presentations, papers, exams and critiques

Grade Item Weights

- 63% Homework and Projects
- 20% Exams
- 17% Quizzes

Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional polices please view your College Catalog.

Academic Honesty and APA	Students are required to do their own work honestly, without cheating or plagiarizing. Plagiarism is defined as using another's statements or thoughts without giving that source proper credit. SJVC does not and will not tolerate intentional involvement in dishonest academic behavior(s). Students who violate this policy will be subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College. Click here for some additional information on Plagiarism and how to avoid it.
Attendance Policy	Students are expected to attend all class meetings. Regular class attendance is an integral component in achieving satisfactory grades. When a student has been absent or expects to be absent from class, he/she should call or e-mail the instructor to advise him/her of the reason for the absence.
Late Assignment Policy	Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit. If a student will be absent on the day of the mid-course or final exam, he/she must make prior arrangements with the course instructor to take the examination within three (3) class days of the scheduled exam.
Programmatic Requirements	Some programs hold different requirements than mentioned above. See your instructor and/or your program handbook for details.

Grading Scale

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	**-**	**100%**	**=**	**A**
80	**-**	**89%**	**=**	**B**
70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
	Below 65		**=**	**F**

Weekly Outline of Curriculum

Week 1

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate and practice the fundamentals of oral composition and delivery

1.1 Define the purpose of public speaking
1.2 Understand the elements of the communication process and it functions
1.3 Identify effective speech components: content, structure, and delivery
1.4 Differentiate the purpose of speeches (to inform, to persuade, to entertain, etc.)
1.5 Understand the common causes of public speaking anxiety

1.6 Practice different methods and techniques for managing communication anxiety
1.7 Deliver an introductory speech to self-assess speech skills

CLO 2: Focus on methods for improving skills as a communicator and public speaker

2.1 Gain confidence in the design and delivery of public speeches
2.2 Improve skills in organizing ideas in oral and written forms
2.3 Evaluate the audience and adapt the speech accordingly
2.4 Develop a strong topic supported with research and factual information
2.5 Organize the speech effectively with a clear thesis statement, main points, supportive information and transitions
2.6 Create an attention-grabbing introduction
2.7 Create an effective and memorable conclusion
2.8 Develop effective presentation aids
2.9 Speak appropriately, accurately, clearly, and vividly
2.10 Identify effective speech delivery components
2.11 Describe how to utilize your body and voice effectively in the delivery of speeches
2.12 Evaluate various audience non-verbal cues
2.13 Describe various speech delivery methods

CLO 3: Improve critical listening skills

3.1 Define effective listening
3.2 Describe the listening process
3.3 Identify listening obstacles
3.4 Evaluate listening improvement strategies
3.5 Describe forms of non-listening
3.6 Describe ways to improve the effectiveness of listening
3.7 Explain the steps to take when an unclear message is received
3.8 Provide constructive critiques on various public speeches

CLO 4: Enhance understanding of speech preparation and delivery including lectures, reading assignments, in-class presentations, papers, exams and critiques

4.1 Differentiate between informative and persuasive speeches
4.2 Utilize the methods used in informative speech preparation
4.3 Deliver an informative speech
4.4 Describe what makes a persuasive speech persuasive
4.5 Utilize the methods used in persuasive speech preparation
4.6 Deliver an persuasive speech
4.7 Identify various types of speeches
4.8 Utilize effective writing techniques
4.9 Utilize research techniques using Internet and library resources

WEEK 1 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 2

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate and practice the fundamentals of oral composition and delivery

1.1 Define the purpose of public speaking
1.2 Understand the elements of the communication process and it functions
1.3 Identify effective speech components: content, structure, and delivery
1.4 Differentiate the purpose of speeches (to inform, to persuade, to entertain, etc.)
1.5 Understand the common causes of public speaking anxiety
1.6 Practice different methods and techniques for managing communication anxiety
1.7 Deliver an introductory speech to self-assess speech skills

CLO 2: Focus on methods for improving skills as a communicator and public speaker

2.1 Gain confidence in the design and delivery of public speeches
2.2 Improve skills in organizing ideas in oral and written forms
2.3 Evaluate the audience and adapt the speech accordingly
2.4 Develop a strong topic supported with research and factual information
2.5 Organize the speech effectively with a clear thesis statement, main points, supportive information and transitions
2.6 Create an attention-grabbing introduction
2.7 Create an effective and memorable conclusion
2.8 Develop effective presentation aids
2.9 Speak appropriately, accurately, clearly, and vividly
2.10 Identify effective speech delivery components
2.11 Describe how to utilize your body and voice effectively in the delivery of speeches
2.12 Evaluate various audience non-verbal cues
2.13 Describe various speech delivery methods

CLO 3: Improve critical listening skills

3.1 Define effective listening
3.2 Describe the listening process
3.3 Identify listening obstacles
3.4 Evaluate listening improvement strategies
3.5 Describe forms of non-listening
3.6 Describe ways to improve the effectiveness of listening
3.7 Explain the steps to take when an unclear message is received
3.8 Provide constructive critiques on various public speeches

CLO 4: Enhance understanding of speech preparation and delivery including lectures, reading assignments, in-class presentations, papers, exams and critiques

4.1 Differentiate between informative and persuasive speeches
4.2 Utilize the methods used in informative speech preparation
4.3 Deliver an informative speech
4.4 Describe what makes a persuasive speech persuasive
4.5 Utilize the methods used in persuasive speech preparation
4.6 Deliver an persuasive speech

4.7	Identify various types of speeches
4.8	Utilize effective writing techniques
4.9	Utilize research techniques using Internet and library resources

WEEK 2 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 3

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate and practice the fundamentals of oral composition and delivery

1.1	Define the purpose of public speaking
1.2	Understand the elements of the communication process and it functions
1.3	Identify effective speech components: content, structure, and delivery
1.4	Differentiate the purpose of speeches (to inform, to persuade, to entertain, etc.)
1.5	Understand the common causes of public speaking anxiety
1.6	Practice different methods and techniques for managing communication anxiety
1.7	Deliver an introductory speech to self-assess speech skills

CLO 2: Focus on methods for improving skills as a communicator and public speaker

2.1	Gain confidence in the design and delivery of public speeches
2.2	Improve skills in organizing ideas in oral and written forms
2.3	Evaluate the audience and adapt the speech accordingly
2.4	Develop a strong topic supported with research and factual information
2.5	Organize the speech effectively with a clear thesis statement, main points, supportive information and transitions
2.6	Create an attention-grabbing introduction
2.7	Create an effective and memorable conclusion
2.8	Develop effective presentation aids
2.9	Speak appropriately, accurately, clearly, and vividly
2.10	Identify effective speech delivery components
2.11	Describe how to utilize your body and voice effectively in the delivery of speeches
2.12	Evaluate various audience non-verbal cues
2.13	Describe various speech delivery methods

CLO 3: Improve critical listening skills

3.1	Define effective listening

3.2 Describe the listening process
3.3 Identify listening obstacles
3.4 Evaluate listening improvement strategies
3.5 Describe forms of non-listening
3.6 Describe ways to improve the effectiveness of listening
3.7 Explain the steps to take when an unclear message is received
3.8 Provide constructive critiques on various public speeches

CLO 4: Enhance understanding of speech preparation and delivery including lectures, reading assignments, in-class presentations, papers, exams and critiques

4.1 Differentiate between informative and persuasive speeches
4.2 Utilize the methods used in informative speech preparation
4.3 Deliver an informative speech
4.4 Describe what makes a persuasive speech persuasive
4.5 Utilize the methods used in persuasive speech preparation
4.6 Deliver an persuasive speech
4.7 Identify various types of speeches
4.8 Utilize effective writing techniques
4.9 Utilize research techniques using Internet and library resources

WEEK 3 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 4

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate and practice the fundamentals of oral composition and delivery

1.1 Define the purpose of public speaking
1.2 Understand the elements of the communication process and it functions
1.3 Identify effective speech components: content, structure, and delivery
1.4 Differentiate the purpose of speeches (to inform, to persuade, to entertain, etc.)
1.5 Understand the common causes of public speaking anxiety
1.6 Practice different methods and techniques for managing communication anxiety
1.7 Deliver an introductory speech to self-assess speech skills

CLO 2: Focus on methods for improving skills as a communicator and public speaker

2.1 Gain confidence in the design and delivery of public speeches
2.2 Improve skills in organizing ideas in oral and written forms
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2.10 Identify effective speech delivery components
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CLO 3: Improve critical listening skills

3.1 Define effective listening
3.2 Describe the listening process
3.3 Identify listening obstacles
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3.8 Provide constructive critiques on various public speeches

CLO 4: Enhance understanding of speech preparation and delivery including lectures, reading assignments, in-class presentations, papers, exams and critiques

4.1 Differentiate between informative and persuasive speeches
4.2 Utilize the methods used in informative speech preparation
4.3 Deliver an informative speech
4.4 Describe what makes a persuasive speech persuasive
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WEEK 4 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 5

Course Learning Outcome(s) Addressed

CLO 1: Demonstrate and practice the fundamentals of oral composition and delivery

- 1.1 Define the purpose of public speaking
- 1.2 Understand the elements of the communication process and it functions
- 1.3 Identify effective speech components: content, structure, and delivery
- 1.4 Differentiate the purpose of speeches (to inform, to persuade, to entertain, etc.)
- 1.5 Understand the common causes of public speaking anxiety
- 1.6 Practice different methods and techniques for managing communication anxiety
- 1.7 Deliver an introductory speech to self-assess speech skills

CLO 2: Focus on methods for improving skills as a communicator and public speaker

- 2.1 Gain confidence in the design and delivery of public speeches
- 2.2 Improve skills in organizing ideas in oral and written forms
- 2.3 Evaluate the audience and adapt the speech accordingly
- 2.4 Develop a strong topic supported with research and factual information
- 2.5 Organize the speech effectively with a clear thesis statement, main points, supportive information and transitions
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- 2.11 Describe how to utilize your body and voice effectively in the delivery of speeches
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CLO 3: Improve critical listening skills

- 3.1 Define effective listening
- 3.2 Describe the listening process
- 3.3 Identify listening obstacles
- 3.4 Evaluate listening improvement strategies
- 3.5 Describe forms of non-listening
- 3.6 Describe ways to improve the effectiveness of listening
- 3.7 Explain the steps to take when an unclear message is received
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CLO 4: Enhance understanding of speech preparation and delivery including lectures, reading assignments, in-class presentations, papers, exams and critiques

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WEEK 5 ACTIVITIES		
Objective(s)	**Topics**	**Assignment/Due Date**

Technology Requirements (Hardware/Software)

If your course or program is hybrid or blended, please refer to the Online Technical Requirements web page for the eCourses technical requirements to ensure your computer at home will fully support your coursework. Internet Explorer is the recommended browser. In addition, Microsoft Office applications such as Word, Excel and PowerPoint are standard for SJVC eCourses.

Due to the necessity of technology in eCourses, you must have a backup plan for using an alternative computer with internet access in case of problems with your personal computer. If you live near any SJVC campus, you may use the computer labs located on each campus. If you have a technology problem that affects your ability to access your online course, please notify your instructor immediately. If you can access other internet sites but cannot access your online course, you need to contact the SJVC Help Desk to seek assistance.

If you have no internet access at all, it is not an SJVC eCourses issue. Please be aware that the Help Desk does not cover problems that you may be experiencing with your computer hardware, internet connection, or other technical problems that may require a technician or intervention from your Internet Service Provider.

Institutional Classroom Standards

As a working professional, you will have policies and procedures on the job. In preparing you for a future as a successful professional, the college expects students to follow policies as presented in the *Student Handbook*, the *College Catalog* and your *program handbook* (if applicable)*. In addition, your

classroom experience is structured to prepare you for a successful career. The following are examples of how your classroom experience relates to and influences those skills and behaviors required of professionals:

A. As a professional, you are expected to follow a dress code. At SJVC you will dress for success. In all classes, including General Education courses, students are expected to follow their program dress codes.

B. As a professional, you are required to be present and punctual every day. Just as you would give notification at work, you are to contact your instructor ahead of class time if absence or tardiness is unavoidable.

C. On the job, you are expected to complete work on time. Your training for meeting deadlines begins now:

   i. Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit.

   ii. Missed quizzes may not be taken.

   iii. Missed midterms or final exams, however, may be taken in accordance with college policy.

D. As an employee, you are expected to conduct yourself with integrity. In your class work you are expected to fulfill the principles and standards of academic integrity. Cheating or plagiarism on tests or assignments is cause for formal disciplinary action.

E. On the job your performance must be exceptional. The expectation at school is the same. To help improve classroom performance students who score below 70% on quizzes or assignments should attend tutoring sessions to review the material or skills missed.

F. As an employee, you are expected to show respect for your supervisors, fellow employees, and clients by silencing your cell phone and appropriately using other electronic devices. Students are expected to show the same respect in class.

G. Students may bring water into the classroom only in a screw cap bottle; no food is allowed.

This syllabus is only a guideline and subject to change.

***Some programs have additional program requirements. Please see your Program Director or Instructor for details.**

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each

instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Performance exams
   - Skill competencies
   - Case studies

   d) **Objective Examinations:**
   - Multiple choice
   - Matching items
   - Fill-in-the-blanks
   - Essays
   - Short answer
   - True or false

Evaluation of student performance may be based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. The final grade in the course is determined by the percent ranges converted to the letter grade.

Library Resources

CREDO	Credo will take you through various online modules and give you the foundation you need to write your next paper. • Starting Your Research Paper • Types of Sources • Search Strategies and Techniques • Evaluating and Using Information • APA Citations and Tools • Presenting Information

	Access Credo through InfoZone under the "eCourses" tab. Credo can be found in the "My Courses" section.
LIRN	The Library Information Resources Network (LIRN) provides millions of resources covering a wide variety of topics for general education, business, medical, and more. • Access to databases • Journals, magazines, newspapers • Reference works • Podcasts, audio, video and images Access LIRN through InfoZone under the "Links" tab and enter the code for your campus. Campus codes can be found below.
eBraryAcademic Complete™:	eBrary is part of LIRN and offers access to thousands of eBooks from trusted publishers in all academic subject areas along with powerful research tools. Access eBrary by first logging into LIRN. Once in LIRN, select "Academic Complete" from the available databases.
Destiny	Looking for a book in your campus library? Destiny allows you to do an online search through your on-campus library resources. Access Destiny through InfoZone under the "Links" tab, then select your campus.
NEED HELP?	• Instructors can clarify their expectations. • Student Center Coordinators and Librarians can provide help along the way. • Email SJVCLibrary@sjvc.edu Contact information for the Student Center and Library can be found by accessing Destiny through InfoZone under the "Links" tab, then selecting your campus.

Aviation	19037
Bakersfield	67295
Delano	53454
Fresno	14293
Hanford	58188
Hesperia	38884
Lancaster	74708
Madera	03804

Modesto	49556
Online	32421
Ontario	14426
Porterville	22219
Rancho Cordova	98989
San Diego	83490
Temecula	22984
Visalia	58188

Introduction to Sociology

Course Syllabus

Course:	SOC 1 - Introduction to Sociology
Units/Hours:	3 Units / 45 Total Hours (45 Lecture/Theory)
Total Weeks:	5 Weeks
Instructor: **Advising Times:** **Phone:** **Email:**	
Class Schedule:	Monday through Thursday Insert Dates and Time of Class

Textbook(s):	**Title:**	Introduction to Sociology
	Author(s):	Nijole V. Benokraitis
	Edition:	4th
	ISBN:	9781305094550

Prerequisite(s):

None

Course Description:

This course is a survey of social structure, theory, and its implications for individuals in a dynamic view of the environment. Cultures, family, organizations, groups, ethnic and political influences, and politics are the topics covered.

Course Learning Outcomes

Upon completion of this course, the successful student will be able to:

1. Discuss the concepts, theories, elements and perspectives of Sociology
2. Analyze the methods and results of social control, social structure, and stratification
3. Discuss the impact and process of socialization in connection with the student's own life
4. Explain the theories, elements, and characteristics of culture
5. Relate sociological concepts to aspects commonly associated with everyday interaction with people and groups

Grade Item Weights

- 50% Homework and Projects
- 33% Exams
- 17% Quizzes

Course Policies

To successfully complete this course, review the course policy information below. For additional information regarding course/institutional polices please view your College Catalog.

Academic Honesty and APA	Students are required to do their own work honestly, without cheating or plagiarizing. Plagiarism is defined as using another's statements or thoughts without giving that source proper credit. SJVC does not and will not tolerate intentional involvement in dishonest academic behavior(s). Students who violate this policy will be subject to formal discipline, which may include the assignment of a failing grade, or in some cases, termination from the College. Click here for some additional information on Plagiarism and how to avoid it.
Attendance Policy	Students are expected to attend all class meetings. Regular class attendance is an integral component in achieving satisfactory grades. When a student has been absent or expects to be absent from class, he/she should call or e-mail the instructor to advise him/her of the reason for the absence.
Late Assignment Policy	Missed deadlines for homework and projects may affect your grade with either a 10% reduction in points or no credit. If a student will be absent on the day of the mid-course or final exam, he/she must make prior arrangements with the course instructor to take the examination within three (3) class days of the scheduled exam.
Programmatic Requirements	Some programs hold different requirements than mentioned above. See your instructor and/or your program handbook for details.

Grading Scale

Points earned in the course are converted to the percentage and letter grade as shown in the chart below for final grades and transcripts.

90	**-**	**100%**	**=**	**A**
80	**-**	**89%**	**=**	**B**
70	**-**	**79%**	**=**	**C**
65	**-**	**69%**	**=**	**D**
	Below 65		**=**	**F**

Weekly Outline of Curriculum

Week 1

Course Learning Outcome(s) Addressed

CLO 1: Discuss the concepts, theories, elements and perspectives of Sociology

1.1 Define sociology

1.2 Summarize the major contributions of classical sociologists

1.3 Compare functionalist, conflict, interactionist, and feminist theory

CLO 2: Analyze the methods and results of social control, social structure, and stratification

2.1 Analyze Social Control

2.2 Analyze Deviance
2.3 Explain systems of stratification such as global, domestic, gender, and age
2.4 Identify social class and social mobility
2.5 Interpret social inequality involving the relationship between prejudice and discrimination
2.6 Examine the effects of globalization
2.7 Assess the effects of social movement and social change in society

CLO 3: Discuss the impact and process of socialization in connection with the student's own life

3.1 Define the concept of self (development of self)
3.2 Define socialization
3.3 Explain re-socialization
3.4 Explain social interaction
3.5 Illustrate the agents of socialization
3.6 Explain the functions and structures of the family

CLO 4: Explain the theories, elements, and characteristics of culture

4.1 Explain the characteristics of culture
4.2 Identify subcultures and counter cultures
4.3 Discuss the basic elements of religion and various religious organizations
4.4 Explain the significance of symbols, language, value, and norms
4.5 Describe why and how cultures change
4.6 Evaluate cultural similarities and variations
4.7 Describe how social media influences culture
4.8 Compare and contrast theoretical explanations of culture

CLO 5: Relate sociological concepts to aspects commonly associated with everyday interaction with people and groups

5.1 Identify and explain the elements of social structure, groups, and organizations
5.2 Explain the importance of social institutions and social organization
5.3 Identify the impact of social media on your professional and personal daily interactions

WEEK 1 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 2

Course Learning Outcome(s) Addressed

CLO 1: Discuss the concepts, theories, elements and perspectives of Sociology

1.1 Define sociology
1.2 Summarize the major contributions of classical sociologists
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5.1 Identify and explain the elements of social structure, groups, and organizations
5.2 Explain the importance of social institutions and social organization
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WEEK 2 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 3

Course Learning Outcome(s) Addressed

CLO 1: Discuss the concepts, theories, elements and perspectives of Sociology

1.1 Define sociology
1.2 Summarize the major contributions of classical sociologists
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CLO 2: Analyze the methods and results of social control, social structure, and stratification

2.1 Analyze Social Control
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CLO 3: Discuss the impact and process of socialization in connection with the student's own life

3.1 Define the concept of self (development of self)
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CLO 5: Relate sociological concepts to aspects commonly associated with everyday interaction with people and groups

5.1 Identify and explain the elements of social structure, groups, and organizations
5.2 Explain the importance of social institutions and social organization
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WEEK 3 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 4

Course Learning Outcome(s) Addressed

CLO 1: Discuss the concepts, theories, elements and perspectives of Sociology

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- 5.1 Identify and explain the elements of social structure, groups, and organizations
- 5.2 Explain the importance of social institutions and social organization
- 5.3 Identify the impact of social media on your professional and personal daily interactions

WEEK 4 ACTIVITIES

Objective(s)	Topics	Assignment/Due Date

Weekly Outline of Curriculum

Week 5

Course Learning Outcome(s) Addressed

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- 1.1 Define sociology
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***Some programs have additional program requirements. Please see your Program Director or Instructor for details.**

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1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.

2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.

3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Performance exams
   - Skill competencies
   - Case studies

   d) **Objective Examinations:**
   - Multiple choice
   - Matching items
   - Fill-in-the-blanks
   - Essays
   - Short answer
   - True or false

Evaluation of student performance may be based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. The final grade in the course is determined by the percent ranges converted to the letter grade.

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<table>
<tr><td></td><td>

Types of Sources
Search Strategies and Techniques
Evaluating and Using Information
APA Citations and Tools
Presenting Information

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Alternative Science Courses

Medical Science

BIO 24, CHE 3A, BIO 31 (Respiratory Therapy)

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: General Education

Course Number:	BIO 24
Course Name:	Human Anatomy and Physiology
Total Semester Units:	4.0
Total Hours:	75
Theory/Lecture Hours:	45
Application/Lab Hours:	30
Externship/Clinical Hours:	0

Course Description:
This course provides students in health majors an introduction to the structure and function of the major organs, essential structures, and physiological principles of the human body with emphasis on primary organ systems. Integration of multi-organ functions and relevant terminology will be included.

Course Learning Outcomes
Upon completion of this course, the student will be able to:

1. Describe the body systems and explain their relationship to body functions and maintenance of homeostasis
2. Describe the structures of the cell and explain the physiological functions of those structures
3. Identify the various tissue types, their locations, structures, and functions
4. Identify and describe bones, muscles, and organs of the human body
5. Evaluate using the scientific method
6. Apply basic anatomical terminology
7. Identify the role and structure of the major biomolecules – carbohydrates, nucleic acids, lipids, proteins
8. Explain the basics of physiological (regulatory and control) processes including:
    - Neurophysiology (neurons; control and integration)
    - Hormone actions
    - Muscle physiology – contraction/metabolism
    - Physiological functions of heart/blood/vessels – regulation
    - Levels of respiration/control of respiratory function
    - Digestion/absorption/metabolism
    - Excretory/urine formation/kidney function
    - Fluid/electrolyte/acid base balance in the body
    - Basic immunology
    - Reproductive physiology

Grade Item Weights

- 25% Quizzes
- 25% Projects/Homework
- 50% Exams

Unit Objectives

Unit 1: Organization of the Human Body
Upon completion of this unit of instruction the student will be able to:

1.1 Define anatomy and physiology, and define the levels of structural organization

1.2 Describe anatomical position and define the common and anatomical terms used to describe the regions of the body

1.3 Define the directional terms and anatomical planes used in association with the human body

1.4 Name, locate, and describe the major body cavities and the organs contained

1.5 Name the four basic types of tissue, (epithelial, connective, muscle, and nerve) and describe the structure, location, and function of the various types of tissues

1.6 Define a membrane and describe the location and function of mucous, serous, and synovial membranes

1.7 Describe the anatomy and functions of the skin

1.8 Compare the anatomy and organization of the epidermis, dermis, hypodermis, and cutaneous glands

Unit 2: Support and Movement of the Body
Upon completion of this unit of instruction the student will be able to:

2.1 Discuss the histology, formation, and function of bone

2.2 Identify the parts of a long bone

2.3 Classify the principal types of bones based on shape and location

2.4 Describe and identify the major bones of the axial skeletal system

2.5 Describe and identify the major bones of the appendicular skeleton

2.6 Classify the three types of articulations based on movement allowed

2.7 Describe the structure and types of movements of synovial joints

2.8 List the functions and characteristics of muscle tissue

2.9 Describe the basic events associated with the sliding filament mechanism of muscle contraction

2.10 Define the criteria used in the naming of skeletal muscles

2.11 Identify the major and accessory muscles of respiration

Unit 3: Control Systems of the Human Body
Upon completion of this unit of instruction the student will be able to:

3.1 Identify the three basic functions of the nervous system

3.2 Classify the organs of the nervous system into central and peripheral divisions, including the somatic and autonomic (sympathetic and parasympathetic) divisions

3.3 Describe the histology and functions of neuroglia and neurons

3.4 Explain the establishment of a resting membrane potential, and the processes involved in the generation and propagation of an action potential

3.5 Explain the events of synaptic transmission

3.6 Describe the protection and gross anatomical features of the spinal cord

3.7 Describe the components of a reflex arc

3.8 Describe the organization and connective tissue coverings of a spinal nerve

3.9 Identify the protection and principal parts of the brain

3.10 Compare the structure and function of the brain stem, diencephalons, cerebellum, and cerebrum

3.11 Locate and describe the structures and functions related to the special senses (olfactory, gustatory, vision, hearing and equilibrium)

3.12 Define and describe the components of the endocrine system and compare and contrast the functions of the endocrine system with the nervous system in maintaining homeostasis

3.13 Describe how hormones interact with target cell receptors

3.14 Explain the processes whereby hormone levels are maintained and regulated in the body

3.15 Describe the location, histology, hormones, and functions of the major endocrine glands

Unit 4: Maintenance of the Human Body
Upon completion of this unit of instruction the student will be able to:

4.1 Define the functions and characteristics of the components of blood

4.2 Identify the stages and processes involved in the clotting of blood

4.3 Explain the ABO and Rh blood groups

4.4 Describe the location of the heart, and the structure and functions of the wall, chambers, great vessels, and valves of the heart

4.5 Explain the structural and functional features of the conduction system of the heart

4.6 Contrast the structure and function of the various types of blood vessels

4.7 Identify the principal arteries and veins and describe the flow of blood through the systemic, pulmonary, coronary, and hepatic portal circulation

4.8 Describe the general components of the lymphatic system and list its functions, including the formation and flow of lymph

4.9 Identify the structures of the respiratory system and describe their functions

4.10 Explain how respiratory gases are transported by blood

4.11 Identify the organs of the gastrointestinal tract and the accessory organs of digestion and their structure and function in digestion

4.12 Describe the mechanical and physical processes of digestion

4.13 List the functions of the kidneys, and identify the external and internal anatomical features

4.14 Trace the path of blood flow through the kidneys

4.15 Describe the structure of a nephron, and discuss the processes of glomerular filtration, tubular reabsorption, and tubular secretion

4.16 Discuss the anatomy and physiology of the ureters, urinary bladder, and urethra

Unit 5: Continuity
Upon completion of this unit of instruction the student will be able to:

5.1 Explain the structure and functions of the testes, ducts, and other male accessory sex organs

5.2 Describe the structure and function of the ovaries, uterine tubes, uterus, and other female accessory sex organs

Special Grading Requirements

For Respiratory Therapy students only:
Satisfactory Progress in the Respiratory Therapy program is defined as completing all coursework with a 70% or letter grade of "C" or higher. All grades below 70% will be counted as an "F", and zero grade points will be earned.

All courses within a term must be completed satisfactorily (a student may not progress to the next term unless all course work in the current term has been passed satisfactorily). Repeating a class or classes for credit will delay program completion by at least one term. Subsequent classes repeated for credit will result in additional program completion delays.

For Therapeutic Massage students:
Standard evaluation requirements apply

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
   Through discussions, individual and group presentations, written assignments, and research papers and projects, students will demonstrate critical thinking skills and problem solving abilities that meet the standards outlined by the Student Learning Outcomes for this course. Each instructor must maintain an instructor portfolio with examples of all required assignments and activities.
2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
   Each instructor must maintain a listing of all homework assignments including reading assignments, writing assignments, and projects.
3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) **Writing Assignments:**
   - Written homework
   - Research papers
   - Term or other papers

   b) **Computational or Non-Computational Problem Solving Demonstrations:**
   - Exams
   - Homework problems
   - Quizzes

   c) **Skill Demonstration:**
   - Individual and group presentations
   - Performance exams
   - Skill competencies
   - Case studies

   d) **Objective Examinations:**
   - Multiple choice
   - Matching items
   - Fill-in-the-blanks
   - Essays
   - Short answer
   - True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D
Below		65%	=	F

San Joaquin Valley College
Course Outline

Divisions: Health Studies
Programs: General Education

Course Number:	CHE 3A
Course Name:	Introduction to General Chemistry
Total Semester Units:	4.0
Total Hours:	75
Theory/Lecture Hours:	45
Application/Lab Hours:	30
Externship/Clinical Hours:	0

Course Description:
This course focuses on composition of matter and physical and chemical changes; fundamental laws and principles; atomic and molecular structure; acid-base chemistry, redox, equilibria; qualitative and quantitative techniques and theory.

Course Learning Outcomes
Upon completion of this course the student will be able to:

1. Determine applications for the scientific method and apply the basic laws of chemistry and related concepts, terminology and definitions
2. Identify the general properties, definitions, and characterizations of matter and the phase changes that matter undergoes
3. Describe the basic structure of an atom, the organization and use of the periodic table, and the mechanisms and properties of chemical bonding
4. Identify the names and formulas of binary molecular compounds, ionic compounds, and acids
5. Write and balance chemical equations, identify the basic types of chemical reactions and predict the outcomes of these reactions
6. Use the mole concept in quantitative chemical calculations including stoichiometric relationships in reactions
7. Apply the combined gas laws and ideal gas law in quantitative problems
8. Calculate and compare solution concentrations
9. Identify the properties and applications of acid base reactions, buffers, chemical equilibrium, and redox reactions
10. Explain the basic concepts of nuclear chemistry

Grade Item Weights

- 25% Quizzes
- 25% Projects/Homework
- 50% Exams

Unit Objectives

Unit 1: Introduction to Chemistry
Upon completion of this unit of instruction the student will be able to:
1.1 Explain the origins of chemistry and the periodic table
1.2 Discuss the branches of science, definitions, and the scientific method

Unit 2: Properties of Matter and Energy
Upon completion of this unit of instruction the student will be able to:
2.1 Discuss the states of matter
2.2 Describe the chemical and physical properties of matter
2.3 Differentiate among compounds, elements, and mixtures

Unit 3: Measurements and Chemical Calculations
Upon completion of this unit of instruction the student will be able to:
3.1 Define the common SI units and metric prefixes
3.2 Use dimensional analysis to convert between units of measure
3.3 Use of scientific notation and significant digits
3.4 Identify the reference points for Fahrenheit, Celsius, and Kelvin temperature scales, and convert between scales

Unit 4: Atomic Theory
Upon completion of this unit of instruction the student will be able to:
4.1 Relate the significant historical contributions in the development of modern atomic theory
4.2 Describe the structure of an atom, describing the location and structure of the subatomic particles

Unit 5: Chemical Bonding
Upon completion of this unit of instruction the student will be able to:
5.1 Describe the types of bonds formed between atoms, including the role of valence electrons
5.2 Use the periodic table and electronegativity to predict balanced formulas and bond types for binary compounds
5.3 Relate the arrangement of the periodic table to electron configuration, and use the periodic table to determine periodic properties of stability and reactivity, and to identify metals, non-metals, and metalloids

Unit 6: Chemical Nomenclature
Upon completion of this unit of instruction the student will be able to:
6.1 Discuss the inorganic nomenclature system including ionic, covalent, binary acids, and oxy-acids
6.2 Demonstrate formula writing

Unit 7: Chemical Reactions and Equations
Upon completion of this unit of instruction the student will be able to:
7.1 Balance and write chemical equations
7.2 Discuss the law of conservation of energy and its relationship with chemical equations

Unit 8: Quantitative Relationships with Chemical Equations
Upon completion of this unit of instruction the student will be able to:
8.1 Discuss the mathematical use of atomic mass, formula mass, and molecular mass
8.2 Discuss the use of the mole and its use in chemical equations
8.3 Solve general problems using chemical equations (stoichiometry)

Unit 9: Solutions
Upon completion of this unit of instruction the student will be able to:
9.1 Define solute, solvent, and solution
9.2 Describe the physical characteristics of solutions
9.3 Calculate solution concentration based on molarity, percent by mass, percent by volume, and percent mass/volume

Unit 10: Acid-Base Chemistry
Upon completion of this unit of instruction the student will be able to:
10.1 Describe the structure and role of the hydronium ion, and explain the concept of conjugate acids and bases
10.2 Explain the concept and calculation of pH, and explain the pH scale
10.3 Describe the function and use of chemical indicators in determining the pH of solutions, and in titrations
10.4 Define acids, bases and salts
10.5 Differentiate between strong and weak acids in terms of the concept of acid dissociation and ionization

Unit 11: Oxidation-Reduction
Upon completion of this unit of instruction the student will be able to:
11.1 Discuss electron transfer reactions, equations with applications to health, industry, and environment

Unit 12: Chemical Equilibrium
Upon completion of this unit of instruction the student will be able to:
12.1 Explain the concepts of chemical equilibrium and LeChatelier's Principle.
12.2 Describe the molecular collision theory, and relate the effect of concentration, temperature, catalysts
12.3 Describe the function of a chemical buffer using

Unit 13: Gas Laws

Upon completion of this unit of instruction the student will be able to:

13.1 Describe the kinetic molecular theory

13.2 Using the combined gas law, calculate the relationships between pressure, absolute temperature, and volume of a gas

Unit 14: Nuclear Chemistry

Upon completion of this unit of instruction the student will be able to:

14.1 Describe the properties of alpha, beta, and gamma radiation, and describe the interaction of radioactivity and human tissue

14.2 Describe the processes of nuclear fission and nuclear fusion

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
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   - Term or other papers

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   - Exams
   - Homework problems
   - Quizzes

   c) Skill Demonstration:
   - Individual and group presentations
   - Performance exams
   - Skill competencies
   - Case studies

   d) Objective Examinations:
   - Multiple choice
   - Matching items
   - Fill-in-the-blanks
   - Essays
   - Short answer
   - True or false

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90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D*
Below		65%	=	F

** No Credit Awarded*

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: General Education

Course Number:	BIO 31
Course Name:	Microbiology
Total Semester Units:	4.0
Total Hours:	75
Theory/Lecture Hours:	45
Application/Lab Hours:	30
Externship/Clinical Hours:	0

Course Description:
An introduction to microbiology covering the fundamental aspects of taxonomy, morphology, classification, genetics and reproduction, physiology, nutrition and growth, control, host – parasite relationships, and immunology. Bacteria, fungi, protozoa, viruses and the roles and importance in the biological world will be covered. Basic techniques for culturing, staining, counting, and identifying microorganisms are emphasized in the laboratory.

Course Learning Outcomes
Upon completion of this course the student will be able to:

1. Describe the significant historical developments in microbiology, and relate the importance of microbes in society
2. Differentiate prokaryotic cells, eukaryotic cells and viruses
3. Describe the important metabolic pathways, their significance and how they function within a cell
4. Explain the disease process and the mechanisms of pathogenicity
5. Explain the fundamentals of microbial genetics and the importance of mutations and recombination
6. Describe the principles of microbial growth and the principles of control of microbial growth
7. Describe the basics of human immune responses to infection
8. Identify and describe the groups of microorganisms such as bacteria, fungi, protozoa, and algae; describe the characteristics of selected representative pathogens
9. Demonstrate competency in laboratory skills including microscopic observation, slide preparation and staining, aseptic technique, enumeration of microbes, biochemical determination of bacteria, and identification of unknown bacteria

Grade Item Weights

- 25% Quizzes
- 25% Projects/Homework
- 50% Exams

Unit Outcomes

Unit 1: Historical/Overview of Microorganisms
Upon completion of this unit of instruction the student will be able to:

1.1 Discuss the contributions of Hooke, van Leeuwenhoek, Pasteur, Lister, Koch, Jenner, Ehrlich, Fleming and others to the science of microbiology
1.2 Differentiate among the major groups of microorganisms, and explain their importance in our lives
1.3 List Koch's postulates

Unit 2: Microscopy
Upon completion of this unit of instruction the student will be able to:

2.1 Explain and demonstrate the care and use of a compound (light) microscope
2.2 Compare simple, differential, and special stains
2.3 Compare and contrast the Gram stain and the acid-fast stain

Unit 3: Prokaryotic and Eukaryotic Cell Structures
Upon completion of this unit of instruction the student will be able to:

3.1 Compare and contrast the overall cell structure of prokaryotes and eukaryotes
3.2 Describe the cellular location, structure and function of the following structures: glycocalyx, flagella, fimbriae and pili
3.3 Compare and contrast the cell walls of gram-positive bacteria and gram-negative bacteria
3.4 Describe the structure and function of the prokaryotic plasma membrane
3.5 Describe the structure and function of the prokaryotic chromosome, ribosomes, inclusions, and endospores.
3.6 Differentiate between prokaryotic and eukaryotic cell structures including the flagella, cell walls, plasma membranes, and ribosomes
3.7 Define organelle, and describe the structure and functions of the nucleus, endoplasmic reticulum, Golgi complex, lysosome, vacuoles, mitochondria and chloroplasts
3.8 Relate the evidence supporting the endosymbiotic theory of eukaryotic evolution

Unit 4: Taxonomy and Classification
Upon completion of this unit of instruction the student will be able to:

4.1 Discuss the contributions of Linnaeus, Whittaker and Woese in the development of current taxonomic schemes
4.2 Name and list the characteristics of the three domains and the five kingdoms
4.3 Explain the correct use of binomial nomenclature, and name the major taxa used in classification
4.4 Discuss the role of Bergey's Manual in the identification of microorganisms
4.5 Explain how morphology, stain reaction, motility, metabolism and physiology can be used to classify and identify bacteria

Unit 5: Microbial Metabolism

Upon completion of this unit of instruction the student will be able to:

5.1 Define metabolism, catabolism and anabolism, and the role of ATP
5.2 Describe the structure and functions of enzymes, the mechanisms of enzymatic action, and the factors that influence enzymatic activity
5.3 Explain oxidation – reduction as related to biological systems
5.4 Name the three methods of phosphorylation and their associations with cellular metabolic pathways
5.5 Describe the overall process of glycolysis, and the role of respiration and fermentation in the regeneration of NADH
5.6 Explain the role and products of the Kreb's cycle
5.7 Describe the electron transport system (chain), and the chemiosmotic model (proton motive force) for the generation of ATP
5.8 Compare and contrast aerobic and anaerobic respiration
5.9 Describe the chemical reactions and some products of fermentation

Unit 6: Nutrition and Growth

Upon completion of this unit of instruction the student will be able to:

6.1 Categorize the nutritional requirements among organisms according to carbon and energy source
6.2 Classify microbes on the basis of preferred temperature range, and explain the effect of pH and osmotic pressure on their growth
6.3 Discuss the uses of the major chemical elements (C, N, S, P) required for microbial growth
6.4 Explain the classification of microbes based on oxygen requirements, and what methods exist in aerobes to avoid the toxic effects of oxygen
6.5 Describe the various types of culture media and techniques related to nutritional needs and physical growth requirements
6.6 Define bacterial growth and binary fission
6.7 Describe the phases of microbial growth

Unit 7: Disinfection and Control

Upon completion of this unit of instruction the student will be able to:

7.1 Define the following terms related to microbial control: sterilization, disinfection, antisepsis, degerming, sanitation, biocide, germicide, bacteriostasis, and asepsis
7.2 Describe the effects of microbial control agents on cellular structures
7.3 Describe, compare and contrast the physical methods of microbial control: moist and dry heat (autoclaving, pasteurization), filtration, osmotic pressure, ultrasound, and radiation
7.4 List the factors related to the effectiveness of disinfection
7.5 Identify and differentiate the various types of chemicals used in controlling potential pathogens, such as disinfectants: phenols and related compounds, halogens, alcohols, heavy metals, surfactants, and detergents (quaternary ammonium compounds)

Unit 8: Microbial Genetics

Upon completion of this unit of instruction the student will be able to:

8.1 Describe the function and structure of DNA, and the process of DNA replication

8.2 Define classical and molecular genetics, chromosome, plasmid, gene, genetic code, genotype and phenotype

8.3 Describe the structure of RNA, and protein synthesis, including transcription and translation

8.4 Define mutations by type and identify reasons why mutations occur

8.5 Compare the mechanisms of genetic recombination in bacteria

Unit 9: Host Parasite Interaction

Upon completion of this unit of instruction the student will be able to:

9.1 Define normal and transient microbiota, and describe the relationships between the host and the normal flora

9.2 Define pathology, etiology, infection and disease

9.3 Explain the role of normal microbiota as opportunistic pathogens, and define nosocomial infections and explain their importance

9.4 Describe the cycle (spread) of infection, including reservoirs, transmission, and portals of entry

9.5 Explain the role of cellular structures, extracellular enzymes, toxins, and other factors related to the infection process and virulence factors

Unit 10: Immunology and Resistance

Upon completion of this unit of instruction the student will be able to:

10.1 Explain nonspecific (internal and external) defense mechanisms and specific defenses, and differentiate between innate and acquired immunity

10.2 Describe the role of physical structures, chemical factors, and normal flora in nonspecific resistance

10.3 Explain the processes of phagocytosis, inflammation, fever, and the complement system related to nonspecific resistance

10.4 Contrast the four types of acquired immunity

10.5 Differentiate humoral (antibody–mediated) from cell–mediated immunity

10.6 Explain the role of B–cells and antibodies in humoral immunity

10.7 Explain the role of T–cells in cell–mediated immunity

Unit 11: Antimicrobial Drugs

Upon completion of this unit of instruction the student will be able to:

11.1 Define antibiotic and name the microbes that produce the most antibiotics

11.2 Identify the modes of action of antimicrobial drugs

11.3 Compare and contrast the drugs used for control of bacteria and eukaryotic pathogens

11.4 Describe the mechanisms of drug resistance

Bio 31 Laboratory Skills Sheet

General Topic	Specific Objective
Microscopy	1. Identify the techniques required to maintain safety in the microbiological laboratory 2. Demonstrate the correct use of a compound light microscope 3. Identify the three basic morphologies of bacteria
Staining of Bacteria	1. Make and fix a smear 2. Perform a simple direct stain 3. Prepare a negative stain 4. Perform and interpret a Gram Stain 5. Perform and interpret an acid-fast stain 6. Prepare and interpret structural stains 7. Identify the morphology and staining characteristics of an unknown organism (Gram Stain Only)
Cultivation of Bacteria	1. Aseptically transfer bacteria from one form of culture medium to another 2. Prepare and maintain a pure culture 3. Isolate bacteria by using the streak plate techniques
Microbial Metabolism	1. Perform and interpret biochemical testing relating to metabolism
Controlling Microbial Growth	1. Perform an antibiotic sensitivity test. 2. Perform a disinfectant and antiseptic sensitivity test

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

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   a) Writing Assignments:
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   - Term or other papers

   b) Computational or Non-Computational Problem Solving Demonstrations:
   - Exams
   - Homework problems
   - Quizzes

   c) Skill Demonstration:
   - Individual and group presentations
   - Performance exams
   - Skill competencies
   - Case studies

   d) Objective Examinations:
   - Multiple choice
   - Matching items
   - Fill-in-the-blanks
   - Essays
   - Short answer
   - True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

A grade of 75% or better is required to pass this course.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C
65	-	69%	=	D
Below		65%	=	F

BIO 32
(Veterinary Technology)

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: General Education

Course Number:	BIO 32
Course Name:	Microbiology
Total Semester Units:	3.0
Total Hours:	45
Theory/Lecture Hours:	45
Application/Lab Hours:	0
Externship/Clinical Hours:	0

Course Description:
An introduction to microbiology covering the fundamental aspects of taxonomy, morphology, classification, genetics and reproduction, physiology, nutrition and growth, control, host – parasite relationships, and immunology. Bacteria, fungi, protozoa, viruses and the roles and importance in the biological world will be covered. Basic techniques for culturing, staining, counting, and identifying microorganisms are emphasized in the laboratory.

Course Learning Outcomes
Upon completion of this course the student will be able to:

1. Describe the significant historical developments in microbiology, and relate the importance of microbes in society
2. Differentiate prokaryotic cells, eukaryotic cells and viruses
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5. Explain the fundamentals of microbial genetics and the importance of mutations and recombination
6. Describe the principles of microbial growth and the principles of control of microbial growth
7. Describe the basics of animal immune responses to infection
8. Identify and describe the groups of microorganisms such as bacteria, fungi, protozoa, and algae; describe the characteristics of selected representative pathogens
9. Demonstrate competency in laboratory skills including microscopic observation, slide preparation and staining, and aseptic technique

Grade Item Weights

- 10% Professional Development
- 25% Quizzes
- 25% Projects/Homework
- 40% Exams

Unit Outcomes

Unit 1: Historical/Overview of Microorganisms
Upon completion of this unit of instruction the student will be able to:

1.1 Discuss the contributions of Hooke, van Leeuwenhoek, Pasteur, Lister, Koch, Jenner, Ehrlich, Fleming and others to the science of microbiology
1.2 Differentiate among the major groups of microorganisms, and explain their importance in our lives
1.3 List Koch's postulates

Unit 2: Microscopy
Upon completion of this unit of instruction the student will be able to:

2.1 Explain and demonstrate the care and use of a compound (light) microscope
2.2 Compare simple, differential, and special stains

Unit 3: Prokaryotic and Eukaryotic Cell Structures
Upon completion of this unit of instruction the student will be able to:

3.1 Compare and contrast the overall cell structure of prokaryotes and eukaryotes
3.2 Compare and contrast the cell walls of gram-positive bacteria and gram-negative bacteria
3.3 Differentiate between prokaryotic and eukaryotic cell structures including the flagella, cell walls, plasma membranes, and ribosomes
3.4 Define organelle, and describe the structure and functions of the nucleus, endoplasmic reticulum, Golgi complex, lysosome, vacuoles, mitochondria and chloroplasts
3.5 Relate the evidence supporting the endosymbiotic theory of eukaryotic evolution

Unit 4: Taxonomy and Classification
Upon completion of this unit of instruction the student will be able to:

4.1 Discuss the contributions of Linnaeus, Whittaker and Woese in the development of current taxonomic schemes
4.2 Name and list the characteristics of the three domains and the five kingdoms
4.3 Explain the correct use of binomial nomenclature, and name the major taxa used in classification
4.4 Explain how morphology, stain reaction, motility, metabolism and physiology can be used to classify and identify bacteria

Unit 5: Microbial Metabolism
Upon completion of this unit of instruction the student will be able to:

5.1 Define metabolism, catabolism and anabolism, and the role of ATP
5.2 Describe the overall process of glycolysis, and the role of respiration and fermentation in the regeneration of NADH
5.3 Explain the role and products of the Kreb's cycle
5.4 Describe the electron transport system (chain), and the chemiosmotic model (proton motive force) for the generation of ATP
5.5 Compare and contrast aerobic and anaerobic respiration
5.6 Describe the chemical reactions and some products of fermentation

Unit 6: Nutrition and Growth

Upon completion of this unit of instruction the student will be able to:

6.1 Explain the classification of microbes based on oxygen requirements, and what methods exist in aerobes to avoid the toxic effects of oxygen

6.2 Describe the various types of culture media and techniques related to nutritional needs and physical growth requirements

6.3 Define bacterial growth and binary fission

6.4 Describe the phases of microbial growth

Unit 7: Disinfection and Control

Upon completion of this unit of instruction the student will be able to:

7.1 Define the following terms related to microbial control: sterilization, disinfection, antisepsis, degerming, sanitation, biocide, germicide, bacteriostasis, and asepsis

7.2 Describe the effects of microbial control agents on cellular structures

7.3 Describe, compare and contrast the physical methods of microbial control: moist and dry heat (autoclaving, pasteurization), filtration, osmotic pressure, ultrasound, and radiation

7.4 List the factors related to the effectiveness of disinfection

7.5 Identify and differentiate the various types of chemicals used in controlling potential pathogens, such as disinfectants: phenols and related compounds, halogens, alcohols, heavy metals, surfactants, and detergents (quaternary ammonium compounds)

Unit 8: Microbial Genetics

Upon completion of this unit of instruction the student will be able to:

8.1 Describe the function and structure of DNA, and the process of DNA replication

8.2 Define classical and molecular genetics, chromosome, plasmid, gene, genetic code, genotype and phenotype

Unit 9: Host Parasite Interaction

Upon completion of this unit of instruction the student will be able to:

9.1 Define normal and transient microbiota, and describe the relationships between the host and the normal flora

9.2 Define pathology, etiology, infection and disease

9.3 Explain the role of normal microbiota as opportunistic pathogens, and define nosocomial infections and explain their importance

9.4 Describe the cycle (spread) of infection, including reservoirs, transmission, and portals of entry

9.5 Explain the role of cellular structures, extracellular enzymes, toxins, and other factors related to the infection process and virulence factors

Unit 10: Immunology and Resistance

Upon completion of this unit of instruction the student will be able to:

10.1 Explain nonspecific (internal and external) defense mechanisms and specific defenses, and differentiate between innate and acquired immunity

10.2 Describe the role of physical structures, chemical factors, and normal flora in nonspecific resistance

10.3 Explain the processes of phagocytosis, inflammation, fever, and the complement system related to nonspecific resistance
10.4 Contrast the four types of acquired immunity
10.5 Differentiate humoral (antibody–mediated) from cell–mediated immunity
10.6 Explain the role of B–cells and antibodies in humoral immunity
10.7 Explain the role of T–cells in cell–mediated immunity

BIO 32 Laboratory Skills Sheet

General Topic	Specific Objective
Microscopy	1. Identify the techniques required to maintain safety in the microbiological laboratory 2. Demonstrate the correct use of a compound light microscope 3. Identify the three basic morphologies of bacteria
Staining of Bacteria	1. Make and fix a smear 2. Perform a simple direct stain 3. Prepare a negative stain 4. Perform and interpret a Gram Stain 5. Perform and interpret an acid-fast stain 6. Prepare and interpret structural stains 7. Identify the morphology and staining characteristics of an unknown organism (Gram Stain Only)
Cultivation of Bacteria	1. Aseptically transfer bacteria from one form of culture medium to another 2. Prepare and maintain a pure culture 3. Isolate bacteria by using the streak plate techniques
Microbial Metabolism	1. Perform and interpret biochemical testing relating to metabolism
Controlling Microbial Growth	1. Perform an antibiotic sensitivity test. 2. Perform a disinfectant and antiseptic sensitivity test

Instructional Strategies and Methods for Assessing Student Learning Outcomes:

1. **Critical Thinking Tasks and Assignments:**
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2. **Required Reading, Writing, Projects, and Outside of Class Assignments:**
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3. **Methods to Measure Achievement of Student Learning Outcomes:**
   Students in this course will be graded in the following categories:

   a) Writing Assignments:
   - Written homework
   - Research papers
   - Term or other papers

   b) Computational or Non-Computational Problem Solving Demonstrations:
   - Exams
   - Homework problems
   - Quizzes

   c) Skill Demonstration:
   - Individual and group presentations
   - Performance exams
   - Skill competencies
   - Case studies

   d) Objective Examinations:
   - Multiple choice
   - Matching items
   - Fill-in-the-blanks
   - Essays
   - Short answer
   - True or false

The evaluation of student performance is based on the scores received on quizzes, homework assignments, projects, skill performance, and objective examinations. All scores earned are converted to a percentage of the total scores possible within each course. The final grade in each course is determined by the percent ranges converted to the letter grade shown in the chart below.

90	-	100%	=	A
80	-	89%	=	B
70	-	79%	=	C*
65	-	69%	=	D
Below		65%	=	F

** Students must earn a C to pass this course*

VN 9
(Vocational Nursing)

San Joaquin Valley College
Course Outline

Division: Health Studies
Program: Vocational Nursing

Course Number:	VN 9
Course Name:	Anatomy and Pathophysiology for Vocational Nurses
Total Semester Units:	3.0
Total Hours:	45
Theory/Lecture Hours:	45
Application/Lab Hours:	0
Externship/Clinical Hours:	0

Course Description:
This course focuses on the anatomy of the human body and how the organs function in a healthy state. This course will provide an understanding of how disease processes affect the human body. Pathophysiology is introduced and further explored in the nursing theory courses.

Course Learning Outcomes
Upon completion of this course, the student will be able to:

1. Describe the basic concepts of the physical sciences
2. Describe the organization of the body from cells to the whole organism
3. List body systems and give the general functions of each
4. Define homeostasis and negative feedback
5. Define cell structure, protein synthesis, cell division, and movement across cell membrane
6. Identify the components and function of each organ system of the body
7. Explain the points of reference for the study of body

Grade Item Weights

- 80% Exams
- 20% Homework and Projects

Unit Objectives

Unit 1: Cell Anatomy & Function
Upon completion of this unit of instruction, the student will be able to:

1.1 Define the anatomic terms used to refer to the body in terms of direction

1.2 Describe the major cavities of the body and the organs they contain

1.3 Explain what a cell is

1.4 List the major systems of the body, the organs they contain, and the functions of those systems

1.5 Explain the molecular structure of the cell

Unit 2: Anatomy of the Integumentary System
Upon completion of this unit of instruction, the student will be able to:

2.1 Classify epithelial tissue based on shaped and arrangement and give examples

2.2 Name the types of glands in the body and give examples

2.3 Name the functions of connective tissue

2.4 Compare epithelial with connective tissue in terms of cell arrangement and interstitial materials

2.5 Name the three major types of connective tissue and give examples

2.6 List the functions of epithelial tissue

2.7 Describe the anatomy of a neuron

2.8 Name the layers of epidermis

2.9 Explain why sweating is important to survival

2.10 Explain how the skin helps to regulate body temperature

2.11 Name the functions of the skin

Unit 3: Respiratory System
Upon completion of this unit of instruction, the student will be able to:

3.1 Explain the function of the respiratory system

3.2 Name the organs of the system

3.3 Define the parts of the internal nose and their function

3.4 Name three areas of the pharynx and explain their anatomy

3.5 Explain what is meant by bronchial tree

3.6 Describe the structure and function of the lungs and pleura

Unit 4: Cardiac System
Upon completion of this unit of instruction, the student will be able to:

4.1 Describe the function of the circulatory system
4.2 List the components of the circulatory system
4.3 Describe the structure of the heart
4.4 Describe the components of the structures of the heart
4.5 Describe the control of the heart contractions
4.6 Discuss diseases of the heart
4.7 Trace the path of cardiopulmonary circulation
4.8 Name and describe specialized circulation routes
4.9 List the types of blood vessels
4.10 Describe some common disorders of blood vessels

Unit 5: Electrolytes & Acid/Base Balance
Upon completion of this unit of instruction, the student will be able to:

5.1 Describe the water compartments
5.2 Explain how water moves between compartments
5.3 Explain the regulation of the intake and output of water
5.4 Name the major electrolytes in body fluids, and state their function
5.5 Explain why the respiratory system has an effect on pH
5.6 Describe the effects of acidosis and alkalosis

Unit 6: Digestive System
Upon completion of this unit of instruction, the student will be able to:

6.1 Describe the general function of the digestive system
6.2 List the structures and functions of the digestive system
6.3 Describe the actions of enzymes
6.4 Trace food from the beginning of the GI tract to the end
6.5 Describe common disorders of the digestive system
6.6 Define the term nutrient
6.7 Describe the functions of different types of nutrients
6.8 Differentiate between fat-and water-soluble vitamins
6.9 Describe the concept of recommended daily dietary allowances
6.10 List the Dietary Guidelines for Americans

Unit 7: Lymph System
Upon completion of this unit of instruction, the student will be able to:

7.1 Name the functions of the lymphatic system

7.2 Explain what lymph is and how it forms

7.3 Describe lymph flow through the body

7.4 Describe the functions of the tonsils and spleen

7.5 Explain the unique role of the thymus gland as part of the lymph system

7.6 Describe the different kinds of immunity

Unit 8: Blood Components & Function
Upon completion of this unit of instruction, the student will be able to:

8.1 Describe the functions of blood

8.2 Classify the different types of blood cells

8.3 Describe the anatomy of erythrocytes relative to their function

8.4 Compare the functions of the different leukocytes

8.5 Explain where and how blood is formed

8.6 Explain the clotting mechanism

8.7 Name the different blood groups

Unit 9: Urinary System
Upon completion of this unit of instruction, the student will be able to:

9.1 Define the function of the urinary system

9.2 Name the external layers of the kidney

9.3 Define the following internal parts of the kidney: cortex, medulla, medullary pyramids, renal papillae, renal columns, and major and minor calyces

9.4 Name the parts of a nephron and describe the flow of urine through renal tubules

9.5 List the functions of the nephrons

9.6 Explain how urine flows down the ureters

9.7 Compare the length and course of the male urethra to the female urethra

Unit 10: Skeletal System
Upon completion of this unit of instruction, the student will be able to:

10.1 Name the functions of the skeletal system

10.2 Name the two types of ossification

10.3 Describe how diet can affect bone development in children and bone maintenance in the older adults

10.4 Describe the axial and appendicular parts of the skeletal system

10.5 Name and describe the three types of joints

10.6 Describe and give examples of the six types of synovial joints

10.7 Describe the three types of bursae

Unit 11: Nervous System
Upon completion of this unit of instruction, the student will be able to:

11.1 Name the major subdivisions of the nervous system

11.2 Explain how a neuron transmits a nerve impulse

11.3 Name the different types of neural tissues and their definitions

11.4 Describe the structure of the spinal cord

11.5 List the principal parts of the brain

11.6 Name the functions of the cerebrospinal fluid

11.7 List the cranial and their functions

11.8 Name the parts of the autonomic nervous system and describe how it functions

11.9 Describe the basic anatomy of the sense organs and explain how they function

Unit 12: Endocrine Anatomy & Function
Upon completion of this unit of instruction, the student will be able to:

12.1 List the functions of the hormones

12.2 Describe how the hypothalamus of the brain controls the endocrine system

12.3 Name the endocrine glands and state where they are located

12.4 List the major hormones and their effects on the body

Unit 13: Reproductive System
Upon completion of this unit of instruction, the student will be able to:

13.1 Name the internal parts of a testis

13.2 Explain the effects of testosterone on the male body

13.3 Follow the path of a sperm from the seminiferous tubules to the outside

13.4 Define semen and what glands contribute to its composition

13.5 Name the three parts of the male urethra

13.6 Describe the development of a follicle, before and after ovulation

13.7 Name the parts of the uterus

13.8 Name the external genitalia of the female

Unit 14: Review of all Systems
Upon completion of this unit of instruction, the student will be able to:

14.1 Pass the final examination

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   c) Skill Demonstration:
   - Individual and group presentations
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   - Multiple choice
   - Matching items
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   - Essays
   - Short answer
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A grade of 75% or better is required to pass this course.

90	-	100%	=	A
80	-	89%	=	B
75	-	79%	=	C
65	-	74%	=	D
Below		65%	=	F

Electricity and Electronics

AERO 31
(Aviation Maintenance Technology)

San Joaquin Valley College
Course Outline

Division: Technical Studies
Program: Aviation Maintenance Technology

Course Number:	AERO 31
Course Name:	Basic Electricity and Electronics
Total Semester Units:	9
Total Hours:	256
Theory/Lecture Hours:	64
Application/Lab Hours:	192
Externship/Clinical Hours:	0

Course Description:
Math concepts and application, basic electricity and electronics involving capacitance, inductance, volts, ampere, resistance, and AC/DC circuits will be reviewed. The use of and interpretations of electrical schematics, flow-charts and diagrams is emphasized. This course will also cover the inspection and servicing of aircraft batteries and the physics of an aircraft with emphases on flight characteristics and weight & balance.

Course Learning Outcomes
Upon completion of this course, the student will be able to:

1. Examine the principles of simple machines; sound, fluid, and heat dynamics; basic aerodynamics; aircraft structures; and theory of flight
2. Weigh an aircraft and solve a complete weight-and-balance check
3. Determine the relationship between voltage, current, and resistance in electrical circuits
4. Solve algebraic operations involving addition, subtraction, multiplication, and division, ratio, proportion, percentage problems, roots, exponents, and determine areas and volumes of various geometrical shapes
5. Calculate and measure voltage, current, resistance, power, capacitance, and inductance and test continuity
6. Explain aircraft electrical circuit diagrams, including solid-state devices and logic functions
7. Inspect and service aircraft batteries
8. Interpret aircraft electronic schematics and trace wiring using proper wiring diagrams

Grade Item Weights

- 32% Assessments
- 34% Projects/Homework
- 34% Exams

Unit Objectives

Unit 1: Aviation Math
Upon completion of this unit of instruction, the student will be able to:

1.1 Perform simple operations

1.2 Solve basic problems using common fractions

1.3 Use and apply powers and roots

1.4 Convert decimals, fractions, and percentages

1.5 Comprehend the use of positive and negative numbers

1.6 Comprehend and apply ratios and proportions

1.7 Solve problems using equations

1.8 Comprehend the use of formulas

1.9 Compute the areas and volumes of simple figures

1.10 Identify geometric figures and construction

1.11 Exhibit the use of basic trigonometric functions

Unit 2: Aviation Physics
Upon completion of this unit of instruction, the student will be able to:

2.1 Describe inclined plane, the level, and the pulley

2.2 Assess the relationship between temperature and heat

2.3 Explain the relationship between pressure, temperature, and volume of air mass

2.4 Explain the relationship between pressure, area, and force

2.5 Explain the origin of sound

2.6 Determine physical factors affecting engine power output

2.7 Explain the factors affecting air pressure on an Airfoil

2.8 Explain the function of aircraft structures

Unit 3: Aircraft Weight & Balance
Upon completion of this unit of instruction, the student will be able to:

3.1 Locate, interpret, and apply weight and balance information

3.2 Solve weight and balance problems

3.3 Compute forward- and aft-loaded center of gravity

3.4 Compute effect of equipment changes and loading schedules

3.5 Compute weight and balance on a helicopter

3.6 Examine weight and balance records

Unit 4: Direct Current Electricity
Upon completion of this unit of instruction, the student will be able to:

4.1 Demonstrate characteristics of magnetism

4.2 Calculate current

4.3 Calculate voltage drop

4.4 Calculate electrical power

Unit 5: Alternating Current Electricity
Upon completion of this unit of instruction, the student will be able to:

5.1 Explain the meaning of electrical quantity prefixes

5.2 Explain electromagnetic induction

5.3 Calculate capacitance, inductance, and impedance

Unit 6: Aircraft Advance Electrical Circuits
Upon completion of this unit of instruction, the student will be able to:

6.1 Determine aircraft electrical power requirements

6.2 Identify commonly used aircraft electrical and electronic symbols

6.3 Recognize electronic symbols and schematics in aircraft use

6.4 Construct working electrical circuits

Unit 7: Aircraft Power Systems
Upon completion of this unit of instruction, the student will be able to:

7.1 Differentiate the characteristics of aircraft storage batteries

7.2 Inspect and recharge aircraft storage batteries

7.3 Perform removal, installation, and compartment maintenance for aircraft batteries

7.4 Understand the basic concepts of generators, alternators, and other power supplies

Unit 8: Aircraft Electrical Inspection, Troubleshooting, & Repair
Upon completion of this unit of instruction, the student will be able to:

8.1 Connect voltmeters and ammeters

8.2 Use ohmmeter and/or test light to check for open or short circuits

8.3 Determine current carrying capacity of wire

8.4 Measure current flow in a parallel electrical circuit

8.5 Measure capacitance in aircraft applications

8.6 Trace circuits with aircraft wiring diagrams

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