



BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

3536 Butte Campus Drive, Oroville, CA 95965

COLLEGE AND CAREER ACCESS PATHWAYS PARTNERSHIP AGREEMENT

APPENDIX

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between Butte-Glenn Community College District ("College") and **Willows Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code § 76004 (c)(1))

NOW THEREFORE, the College and School District agree as follows:

1. CCAP AGREEMENT

- 1.1. The College and School District entered into the CCAP Agreement on **July 1, 2024**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/14/24	Appendix:	9/9/26
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1.1.2. SCHOOL DISTRICT BOARD MEETING

Public Comment and Approval Board Meeting Date:	Agreement:	8/1/24	Appendix:	9/3/26
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2. POINTS OF CONTACT

- 2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code § 76004 (c)(2))

COLLEGE

Name:	Tanna Neilsen	Title:	Program Manager
Telephone:	(530) 893-7586	Email:	neilsenta@butte.edu

SCHOOL DISTRICT

Name:	Lexi Edmondson	Title:	Executive Assistant
Telephone:	(530)934-6600	Email:	ledmondson@willowsunfied.org

3. STUDENT SELECTION

- 3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

Required: Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code § 76004 (c)(1))

SCHOOL DISTRICT counselors and pathway instructors select students based on academic readiness and alignment of course content to students' education and career goals.

- 4. CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time, and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2026-27	EDUCATIONAL PROGRAM:	College & Career Access Pathways
SCHOOL DISTRICT:	Willows Unified School District	HIGH SCHOOL:	Willows High School

POJECTED NUMBER OF STUDENTS TO BE SERVED: 260	TOTAL PROJECTED FTES: 26
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Sections	Term	Course #	Course Title	Instructor	Days	Times	Employer of Record	Location
1	2027SP	AB-20	Careers in Ag/Env Sci/Nat Res	Alves, Staci	MW	1:07PM - 1:57PM	HS	HS
1	2026FA	AB-26	Intro to AG Business	Alves, Staci	MTThF	12:13PM - 1:03PM	HS	HS
1	2027SP	ANTH-13	Magic, Witchcraft & Religion	Frawley, Susan	MW	1:15 - 2:45PM	CC	HS
1	2027SP	ANTH-13	Magic, Witchcraft & Religion	Frawley, Susan	TTh	1:15 - 2:45PM	CC	HS
1	2026FA	EH-20	Intro to Environmental Horticulture	Alves, Staci	MTThF	10:49AM - 11:39AM	HS	HS
1	2026FA	ENGL-C1000	Academic Reading and Writing	Vera, Austin	TTh	1:15 - 2:45PM	CC	HS
1	2026FA	ENGL-C1000	Academic Reading and Writing	Wright, Hayden	MW	1:15 - 2:45PM	CC	HS
1	2027SP	ENGL-C1002	Introduction to Literature	TBA	MW	1:15 - 2:45PM	CC	HS
1	2027SP	ENGL-C1002	Introduction to Literature	TBA	TTh	1:15 - 2:45PM	CC	HS
1	2027SP	MUS 1	Music Appreciation	Winslow, Roxanne	MTThF	1:07PM - 1:57PM	HS	HS
1	2027SP	PSY 15	Lifespan Psychology	Valle, Heather	Online	Online	CC	HS-Online
1	2027SP	PSY 15	Lifespan Psychology	Valle, Heather	Online	Online	CC	HS-Online

Required: Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

- 5. BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE TITLE	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS
Careers in Ag/Env Sci/Nat Res	Online Curriculum	\$0	N/A
Intro to AG Business	Online Curriculum	\$0	N/A
Magic, Witchcraft & Religion	None	\$0	N/A
Intro to Environmental Horticulture	Instructor curated materials and selected open-access online resources	\$0	N/A
Academic Reading and Writing	None	\$0	N/A
Introduction to Literature	None	\$0	N/A
Music Appreciation	Instructor curated materials and selected open-access online resources	\$0	N/A
Lifespan Psychology	None	\$0	N/A

6. REIMBURSEMENT.

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the facilitation or instructional services for a course offered as part of this CCAP Agreement, the College will pay School District as follows: For facilitation of an online course \$200.00 per completed section. For teaching of a course \$500.00 per completed section.

- 6.2. The College will pay School District for each School District instructor attending the College's Dual Enrollment Orientation and Training as follows: \$100.00 per instructor.
- 6.3. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.

7. FACILITIES USE.

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS
WHS	7	M-F	8:00AM – 3:00PM
WHS	601	M-F	8:00AM – 3:00PM
WHS	205	M-F	8:00AM – 3:00PM
WHS	701	M-F	8:00AM – 3:00PM

8. APPENDIX APPROVAL

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, shall present this CCAP Appendix, take comments from the public, and approve or disapprove this CCAP Appendix. (Ed. Code § 76004 (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the course. (Ed. Code § 76004 (c)(3))

[SIGNATURE PAGE FOLLOWS]

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT

WILLOWS UNIFIED SCHOOL DISTRICT

By: _____
(Signature of person authorized to execute Agreement on behalf of College.)

By: _____
(Signature of person authorized to execute Agreement on behalf of School District.)

Name: Jessica A. Snelling, MBA
Title: Vice President for Administrative Services
Date: _____

Name: _____
Title: _____
Date: _____

List of Attachments

Course Descriptions

TO BE COMPLETED BY DISTRICT ONLY

The person preparing this contract must complete this section and obtain appropriate approvals before contract will be signed.

Initiating Department:	INSTRUCTION	Preparer's Name & ID:	TANNA NEILSEN / 3180821	Phone:	7586
Vendor Name:	WILLOWS UNIFIED SCHOOL DISTRICT	Vendor ID:			
PO Description:	CCAP AGREEMENT APPENDIX – Willows High 2026-27				
Budget Code:	11.000.404.1.601035.55100	PO Amount:	4@500, 2@100 = \$2,200		
Contract Monitor Name <i>(Person Who Approves Invoices)</i> :	TANNA NEILSEN			Phone:	7586

APPROVALS

ROBERT WHITE		ERIK SHEARER	
Department Dean/Director Name	Initials	Department Vice President Name	Initials
Business Contracts & Risk Management Initials			

**CAREER AND COLLEGE ACCESS PATHWAYS APPENDIX
ATTACHMENT 1
COURSE DESCRIPTIONS**

The course description(s) for each course offered as part of this CCAP Agreement Appendix are attached and incorporated herein as Attachment 1.



Course Outline

2026-2027 Catalog

AB 20 - Careers in Agriculture, Environmental Science and Natural Resources

Catalog Description

Transfer Status: CSU

Unit(s): 1.00

Lecture: 17.00 Contact hours/34.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Total: 17.00 Contact hours/34.00 Out of class hours/51.00 Total hours/1.00 Unit(s)

Course Description: This course is a study of the agriculture, environmental science and natural resources industries with a focus on career opportunities, self evaluation, and skills necessary for successful job procurement. Topics include job trends, resumes and cover letters, interviewing skills, and the types of careers available in agriculture, environmental science, and natural resources.

Objectives

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

1. Identify career opportunities in agriculture, environmental science, and natural resources.
2. Define career goals and create a plan to achieve these goals.
3. Prepare an effective resume and cover letter and demonstrate effective job interviewing skills.

Course Content

Topic Titles / Suggested Time Topic	
	<u>Lecture</u>
<u>Topics</u>	<u>Lec Hrs</u>
Introduction	1.00
Employment Trends	1.00
Establishing Goals	1.00
Sources of Employment Information	3.00
Placement and Interest Testing	2.00
Personal Inventory	1.00
Personal Career Plan	1.00
Resumes, Cover Letters	3.00
Job Interviews	2.00
Career Options	1.00
Self Evaluation	1.00
Total Hours: 17.00	

Methods of Instruction

- A. Demonstrations
- B. Guest Speakers
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture

Methods of Evaluation

- A. Quizzes
- B. Portfolios
- C. Papers
- D. Homework
- E. Mid-term and final examinations
- F. Essays and research papers

Examples of Assignments

Reading Assignments

1. Read the examples of effective cover letters provided by the instructor. Identify the three primary components of an effective cover letter. Be prepared to discuss in class.
2. Read the examples of effective resumes provided by the instructor. Identify the five primary sections and their sequence in an effective resume. Be prepared to discuss in class.

Writing Assignments

1. Prepare a professional resume. Highlight your employment objective(s), academic qualifications, and work history.
2. Prepare a professional quality cover letter. Be sure to establish in your letter the purpose of the letter, your key qualifications, and a request for an interview.

Out-of-Class Assignments

1. Visit the Butte College Career Development Center. Take the "career assessment" activity to identify potential career fields that correspond to your interests. Be prepared to share what you learned in class. Alternative options to complete this assignment will be identified in the instructions.
2. Use resources in the Butte College Career Center to identify the education requirements, job duties, and pay range for three job categories of interest to you. Alternative options to complete this assignment will be identified in the instructions.

Recommended Materials of Instruction

Zero Cost Textbook

Bortot, L. & Employment Support Centre Algonquin College (2021). Be the Boss of Your Career: A Complete Guide for Students & Grads. (OER). <https://ecampusontario.pressbooks.pub/bethebossofyourcareer/>

Minimum Qualifications

Ag Business And Related Serv.

Agriculture (Masters Required)

Ornamental Horticulture

Created/Revised by: Vazquez, Jacob

Date: 02/09/2026



Course Outline

2026-2027 Catalog

AB 26 - Introduction to Agriculture Business

Catalog Description

Transfer Status: CSU

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Total: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description: This course provides students with a basic understanding of the business and economics of the agricultural industry; an introduction to the economic aspects of agriculture and their implications to the agricultural producer, consumer and the food system; management principles encountered in the day to day operation of an agricultural enterprise as they relate to the decision making process. (C-ID AG-AB 104).

Objectives

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

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

Course Content

Topic Titles / Suggested Time Topic	
Lecture	
Topics	Lec Hrs
The role and organization of the agribusiness	8.50
a. The place of agribusiness in California, United States, and the global economy	
b. Types of agribusiness	
c. The organization of an agribusiness	
d. Types of business structure	
e. Managing the agribusiness	
Management	8.50
a. Planning	
b. Leading	
c. Organizing	
d. Controlling	
Human Resource Management	8.50
a. The role of the agriculture manager	
b. Agriculture employee motivation	
c. Team and team building	
d. Labor relations	
Financial Management and Control of Agribusiness	8.50
a. General business economics	
b. Overview of financial statements	
Business Land and Ethics in Agriculture	8.50
a. Agriculture values	
b. Agriculture business ethnics	
c. Personal values	
d. Agricultural Law and the regulatory environment	
Managerial Problem Solving in Agriculture	8.50
a. Diagnosis of the situation	
b. Generating alternative	
c. Evaluating alternatives	
d. Selecting the best alternative	

Topics

- e. Implementing the alternative
- f. Evaluation of results

Lec Hrs

Total Hours: 51.00

Methods of Instruction

- A. Group Discussions
- B. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- C. Lecture
- D. Reading Assignments

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Projects
- D. Homework
- E. Essays and research papers
- F. Business Plan

Examples of Assignments

Reading Assignments

1. Read and interpret an article pertaining to current events in agriculture, posted on the class portal. Be prepared to discuss the issues and take a pro/con position.
2. Read the case study in your text dealing with "Going Broke While Making a Profit". Identify how this happened and how it could have been avoided.

Writing Assignments

1. Write a 7-10 page business plan for an agricultural endeavor of your choice. The business plan should include a description of the business, a marketing plan, and financial statements.
2. Write a 2-3 page research paper covering the management style of the Simplot Corporation. Identify the companies' approach to hiring, advancement, and outlook on the future.

Out-of-Class Assignments

1. Locate two examples of advertising for an agricultural commodity. One should be commodity based and the other product specific. Be prepared to discuss in class.
2. Interview an individual currently working in your proposed field of employment. Write a 2-page paper discussing the nature of the work, the best and worst parts of the job, and the employment outlook. Be prepared to discuss in class.

Recommended Materials of Instruction

Akridge, J. T., et al. (2026). Agribusiness Management. *Routledge*, 7th. 9781032784038.

Zero Cost Textbook

Anonymous. Exploring Business. (OER). https://biz.libretexts.org/Bookshelves/Business/Introductory_Business/An_Introduction_to_Business

Minimum Qualifications

Ag Business And Related Serv.
Agriculture (Masters Required)

Created/Revised by: Vazquez, Jacob

Date: 02/09/2026



Course Outline

2026-2027 Catalog

ANTH 13 - Magic, Witchcraft and Religion

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Total: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description: This course is a cross-cultural study of the forms and functions of supernatural beliefs and rituals in contemporary and historical societies. Various methods, theories, and models from anthropology and related social sciences are applied to the cross-cultural study of belief systems. An anthropological perspective, emphasizing holism and cultural relativism, is taken to demonstrate how belief in supernatural forces reflects other cultural patterns of behavior and thinking, such as subsistence practices, social organization, and cultural change. Students will gain a comparative understanding of diverse belief systems and their cultural significance.

Objectives

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

1. Define and describe the basic anthropological approaches (method and theory) to the cross-cultural study of religion.(i.e. belief systems).
2. Identify and critically analyze the work of scholars who have studied religious belief systems from an anthropological perspective.
3. Explain anthropological approaches to change in supernatural belief and practices as a result of cultural contact, with a particular emphasis on colonialism, transnationalism or globalization.
4. Explain anthropological approaches to the politics of the religious and cultural identities in wider, socio-cultural contexts.
5. Integrate the role of belief and ritual into an understanding of other aspects of society, including economics, social organization, subsistence cycles, political organization, and medical and curing practices.
6. Interpret and describe differing religious and magical belief systems in a relativistic and holistic manner using ethnographic and/or historical examples.

Course Content

Topic Titles / Suggested Time Topic	
<u>Lecture</u>	
<u>Topics</u>	<u>Lec Hrs</u>
Introduction to Anthropology: Foundational Concepts and Field Methods	6.00
The Historic Development of Anthropological Approaches to Understanding Religious Belief and Practice: Myth, Rituals, and Taboos	4.00
Forms and Functions: Theoretical Approaches, such as analytical, functional, structural, and symbolic approaches. Concepts of Culture, including discussions of foundational scholars like Franz Boas, Ruth Benedict, EB Tylor, and others	5.00
Shamans, Priests, and Prophets: Religious Practitioners from a Crosscultural Perspective	4.00
Subsistence, Social Organization, and Other Aspects of Culture: evaluating the interconnectedness between belief systems and other elements of culture	12.00
Religion and Healing: Traditional Healers as Religious Practitioners	4.00
Witches, Ghosts, Demons and Ancestors	4.00
Religious Adaptation and Change: revitalization movements, messianic movements, new religious movements, and the association with culture change	4.00
Religion and Culture Contact	4.00
Religion and Conflict: fundamentalism, terrorism, violence, and peace as evidenced in selected contemporary issues such as conflict in Northern Ireland and the Middle East	4.00
Total Hours: 51.00	

Methods of Instruction

- A. Collaborative Group Work
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Multimedia Presentations
- F. Problem-Solving Sessions

Methods of Evaluation

- A. Exams/Tests
- B. Quizzes
- C. Research Projects
- D. Essays and research papers

Examples of Assignments

Reading Assignments

1. Read the article from your supplemental text that deals with “syncretism.” This concept is often confused with “acculturation” and “cultural blending.” Be prepared to discuss in class what syncretism is and provide a few ethnographic examples (e.g. Maya , Tarajumaran, and Kayapo syncretism).
2. Read the article from your supplemental text that deals with anthropological definitions of religion and belief. Be able to discuss why anthropological approaches to belief systems have allowed for significant insights into the religious beliefs and practices of hunter-gatherer societies found in different parts of the world (e.g. in Australia, the Kalahari Desert and the more remote areas of the Amazon Basin).

Writing Assignments

1. Write a three-page essay focusing on animism. What is animism? How does an animistic world view influence perceptions of other aspects of life (e.g. subsistence, social organization, and ritual life).
2. Write a three-page summary outlining the basic characteristics of shamanism. Focus on shamanic practices in Peru. Include references to Brujos and Brujas. How do these specialists retain aspects of traditional shamanism?

Out-of-Class Assignments

1. After a discussion of the importance of myth and its role in supernatural belief systems, and cultural systems more broadly, apply the principles of analyzing myths to original examples. To do this, find your own myth. Bring the myth to the next class session for group work, where we will select a myth to apply the several established paradigms and perspectives to make sense of the myth. These paradigms are: a. Functionalism b. Structuralism c. Symbolic or Interpretive d. Culture and Power Perspective. Share your group work out with the class and lead the way for a discussion of the major paradigms in thinking about mythology and religion in general.
2. Healing and medicine are often connected with and dependent upon religious beliefs. Please use your supplemental text as well as one source from the Butte College Library to discuss the ways in which healing and medicine are intertwined with belief systems. Compare and contrast your examples with mainstream American ideas of healing and medicine. Please bring a list of 5 examples from your research and critical analysis to class to discuss with your classmates.

Recommended Materials of Instruction

Hicks, David ed. (2010). Ritual and Belief: Readings in the Anthropology of Religion. *AltaMira*, 3rd. 9780759111561.

Rebecca L. Stein and Philip L. Stein. (2025). The Anthropology of Religion, Magic, and Witchcraft. *Routledge*, 5th. 9781032572994.

Pamela Moro. (2012). "Magic, Witchcraft, and Religion: A Reader in the Anthropology of Religion". *McGraw Hill*, 9th. 978-0078034947.

Zero Cost Textbook

Amanda Zunner-Keating, Madlen Avetyan, and Ben Shepard. Beliefs: An Open Invitation to the Anthropology of Magic, Witchcraft, and Religion (OER)

[https://socialsci.libretexts.org/Bookshelves/Anthropology/Cultural_Anthropology/Beliefs%3A_An_Open_Invitation_to_the_Anthropology_of_Magic_Witchcraft_and_Religion_\(Zunner-Keating_Avetyan_and_Shepard\)](https://socialsci.libretexts.org/Bookshelves/Anthropology/Cultural_Anthropology/Beliefs%3A_An_Open_Invitation_to_the_Anthropology_of_Magic_Witchcraft_and_Religion_(Zunner-Keating_Avetyan_and_Shepard))

Minimum Qualifications

Anthropology (Masters Required)

Created/Revised by: Bynoe, Cynthia

Date: 12/02/2024



Catalog Description

EH 20 - Introduction to Environmental Horticulture

Transfer Status: CSU

Unit(s): 3.00

Contact Hours: 34.00 Lecture/51.00 Lab

Out of Class Hours: 68.00

Total Course Hours: 153.00

Course Description:

This course is an introduction to environmental horticulture including nursery operations, landscaping, turf management and arboriculture. Topics include basic botany, cultural practices, propagation, structures and layout, pest management, planting, transplanting, container gardening, houseplants, plant identification, turfgrass installation and care, and a broad survey of the 'Green Industry' and other career opportunities.

Objectives

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

1. Identify various horticultural occupations and their employment requirements.
2. Identify and safely use common tools and equipment.
3. List and describe the major structures of plants and their functions.
4. Formulate potting mixes and container media.
5. Propagate plants by sexual and asexual methods.
6. Explain the requirements of plant growth including watering needs, fertilizers requirements and pest control.
7. Identify the various types of horticultural structures including shade structures, greenhouses, and cold frames.
8. Describe the basic operations of various environmental horticulture businesses.
9. Plant and care for horticultural crops.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

The 'Green Industry' in Butte County and Around the World	2.00
Environmental Issues and Regulations	2.00
Horticultural Occupations and Their Employment Requirements	2.00
Tools, Equipment and Safety Practices	2.00
Plant Structures and Functions	2.00
Soils and Container Media	2.00
Plant Propagation	2.00
Requirements of Plant Growth	2.00
Irrigation and Fertilization	2.00
Pest and Disease Damage Identification	2.00
Horticultural Structures	2.00
Environmental Horticulture Businesses	2.00
Nursery and Greenhouse Crops – Planting and Care	2.00
Plants in the Landscape – Care and Pruning	2.00
Plant Identification and Nomenclature	2.00
Common Turf and Landscape Practices	2.00
Agriculture and Horticulture Policy concerns	2.00
Total Hours:	34.00

Lab

Topics

Lab Hrs

The 'Green Industry' in Butte County and Around the World	3.00
Tools, Equipment and Safety Practices	3.00
Plant Structures and Functions	3.00
Soils and Container Media	3.00

Plant Propagation	ATTACHMENT 1	6.00
Requirements of Plant Growth		3.00
Irrigation and Fertilization		3.00
Pest and Disease Damage Identification		3.00
Horticultural Structures		3.00
Nursery and Greenhouse Crops – Planting and Care		6.00
Plants in the Landscape – Care and Pruning		6.00
Plant Identification and Nomenclature		3.00
Common Turf and Landscape Practices		3.00
Vineyard and Orchard Pruning Practices		3.00
Total Hours:		51.00

Examples of Assignments

Reading Assignments

1. Read the text chapter on diagnosing plant disorders and complete the corresponding homework assignment. Be prepared for class discussion on the following: a. Plant disorders caused by cultural practices. b. Plant disorders caused by insect damages. c. Plant disorders caused by diseases.
2. Read the UC-IPM website covering one of each type of plant disorder and be ready to give an oral report to the class on proper care for the affected plant.

Writing Assignments

1. Write a two page essay on current employment trends for Horticulturists. Give regional data for trends and salary ranges.
2. Write a two page essay on a plant of your choice. Give your reasons for choosing this plant, its history of association with humans and its future uses and value to mankind.

Out-of-Class Assignments

1. Visit a local business that is in the ornamental horticulture category and be prepared to give an oral report to the class.
2. Visit a local or regional business in the agricultural or viticultural areas of horticulture and be prepared to give an oral report to your class.

Recommended Materials of Instruction

Laura Williams Rice & Robert P. Rice. (2011). Practical Horticulture. *Prentice-Hall* , 7th. 0130946346.

Other Learning Materials

Materials: three ring binder, pocket knife, pruning shears, water bottle, gloves, shade hat and boots. Warm clothing, when necessary.

Methods of Instruction

- A. Class Activities
- B. Demonstrations
- C. Discussion
- D. Field Trips
- E. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- F. Laboratory Experiments
- G. Lecture
- H. Multimedia Presentations
- I. Reading Assignments

Methods of Evaluation

- A. Quizzes
- B. Oral Presentation
- C. Demonstration
- D. Homework
- E. Class participation
- F. Lab Projects
- G. Exams/Tests

Created/Revised by: Wilmarth, Jared

Date:02/23/2015



Catalog Description

ENGL C1000 - Academic Reading and Writing

Transfer Status: CSU/UC

Prerequisite: Placement as determined by the college's multiple measures assessment process

Unit(s): 4.00

Contact Hours: 68.00 Lecture

Out of Class Hours: 136.00

Total Course Hours: 204.00

Course Description:

In this course, students receive instruction in academic reading and writing, including writing processes, effective use of language, analytical thinking, and the foundations of academic research. This course focuses on close reading; expository, argumentative, and fictional texts; and develops expository, persuasive and argumentative academic writing. Essays will demonstrate analysis, critique, and synthesis. Graded only. (C-ID ENGL 100).

Objectives

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

1. Read analytically to understand and respond to diverse academic texts.
2. Compose thesis-driven academic writing that demonstrates analysis and synthesis of sources as appropriate to the rhetorical situation.
3. Demonstrate strategies for planning, outlining, drafting, revising, editing, and proofreading written work.
4. Analyze stylistic choices in their own writing and the writing of others.
5. Integrate the ideas of others through paraphrasing, summarizing, and quoting without plagiarism.
6. Find, evaluate, analyze, and interpret primary and secondary sources, incorporating them into written essays using MLA or other appropriate documentation format.
7. Use style, diction, and tone appropriate to a diverse academic community and the purpose of the specific writing task.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

Read, analyze, and evaluate diverse texts, primarily non-fiction, for rhetorical strategies and styles.

Apply a variety of rhetorical strategies in academic writing, including well-organized essays with effective theses and support.

Develop varied and flexible strategies for generating, drafting, revising, editing, and proofreading formal writing.

Analyze rhetorical choices in students' own and peers' writing and effectively provide and incorporate feedback.

Write in various genres and modalities, including low stakes, analytical, argumentative, collaborative, reflective writing, synthesis, literature review, and other forms.

Exhibit acceptable college-level control of mechanics, organization, development, and coherence.

Identify, evaluate, and effectively integrate material from source texts through paraphrasing, summarizing, and quoting using appropriate documentation conventions.

Compose a minimum of 5,000 words of formal writing across major assignments.

Critical and analytical reading of college-level texts

- Annotating texts
- Identifying key points, drawing inferences, and understanding broader implications

68.00

Audience and Purpose

- Identifying target audiences
- Anticipating reader response and addressing opposing or differing perspectives
- Identifying and following conventions that meet the needs of particular audiences
- Understanding the various influences that shape perspectives, values, language and identities
- Understanding the variety of platforms and disciplines in which writing occurs and the intricacies of each

Research strategies and documentation methods

- Strategies for focusing searches and finding strong sources
- Methods for organizing research
- Understanding discipline-specific conventions for documenting research
- Using research handbooks/websites to identify the necessary format for documenting individual sources

Evaluating and integrating sources into a research essay

- Identifying scholarly versus non-scholarly sources
- Navigating a variety of popular and scholarly sources of information whether in print, media, or online
- Identifying methods for evaluating popular media, online, and print sources
- Using strategies for synthesizing points from source materials into more complex, college-level arguments

ATTACHMENT 1

Total Hours: 68.00

Methods of Instruction

- A. Collaborative Group Work
- B. Discussion
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Individual conferences; online resources and technology enhanced instruction; a minimum of 6,000 words will be written

Methods of Evaluation

- A. Methods of formative and summative evaluation used to observe or measure students' achievement of course outcomes and objectives will include primarily academic writing, which may include timed/in-class writing.
- B. Methods of evaluation are at the discretion of local faculty.
- C. Quizzes, oral presentations, class participation, and class discussion.

Examples of Assignments

Reading Assignments

1. Read the essay assigned by the instructor. As you read, note the author's claim and supporting evidence as well as his or her focus on audience, tone, and rhetorical strategies.
2. Carefully read the essay assigned by the instructor. Note the author's use of inductive and/or deductive logic, attention to counterarguments, and use of fallacious reasoning to persuade the reader.

Writing Assignments

1. Construct a well-developed essay in which you propose a concrete solution to a common societal problem and support that solution with evidence gleaned from a variety of sources. To gather ideas for your essay, conduct research on our college's databases. Cite your sources using MLA or APA style. Minimum of 3 to 5 pages.
2. Construct a well-developed essay in which you critique an author's support for a claim, focusing on the quantity and quality of evidence as well as on the use of logic and fallacies. Minimum of 3 to 5 pages.

1. Use our college's online databases to research what other scholars have to say about an issue detailed in an assigned academic article. Bring two articles to the next class.
2. Find a scholarly and a popular source that both address the same aspect of the issue you are writing about for your inquiry project. Note similarities and differences in how the two sources treat the topic, including any information or perspectives that are glossed over or omitted in either source.

Recommended Materials of Instruction

Jacobus, Lee (Ed.). (2020). *A World of Ideas: Essential Readings for College Writers*. Macmillan, 11th. 9781319194444.

Shrodes, Caroline F. et. al. (2011). *The Conscious Reader*. Pearson, 12th. 9780205803286.

Graff, G., Birkenstein, C. (2024). *They Say/I Say*. W.W. Norton, 5th. 9781324070030.

Zero Cost Textbook

Wangler, S. & Ulrich, T. (2019). *88 Open Essays: A Reader For Students Of Composition & Rhetoric*. OER.

<https://openwa.pressbooks.pub/lwtech88readings/> Guptil, A. (2016). *Writing in College: From Competence to Excellence*. OER. <https://open.umn.edu/opentextbooks/textbooks/247>

Other Learning Materials

An anthology, or appropriate Open Educational Resources (OER) containing culturally diverse college-level essays, articles, or other texts.

A college-level handbook on writing and documentation or evidence of similar writing pedagogy.

Course texts may include book-length works.

Texts used by individual institutions and even individual sections will vary. The list of representative texts must include at least one text with a publication date within seven (7) years of the course outline approval date.

The Purdue Online Writing Lab (OWL), film, video and other electronic sources.

Minimum Qualifications

English (Masters Required)



Catalog Description

ENGL C1002 - Introduction to Literature

Transfer Status: CSU/UC

Prerequisite: Successful completion of college-level composition (ENGL C1000/ENGL C1000H/ENGL C1000E/C-ID ENGL 100) or equivalent.

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

In this course, students are introduced to works by diverse authors and major literary genres, developing close reading and analytical writing skills. Students also develop appreciation for and critical understanding of the cultural, historical, and aesthetic qualities of literature. (C-ID ENGL 120).

Objectives

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

1. Interpret and analyze a variety of diverse texts.
2. Identify key elements of major literary genres (including poetry, drama, fiction) in order to analyze and interpret texts.
3. Define common literary terms and apply them to the analysis of specific texts.
4. Compose formal written analyses of texts by diverse authors that demonstrate appropriate academic discourse and the conventions of literary analysis.
5. Integrate research, including primary and secondary sources, applying documentation skills responsibly and effectively.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics

Lec Hrs

- A minimum of 3 literary genres, including poetry, drama, and short fiction from diverse authors representing a wide range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Other genres may include but are not limited to the novel, creative nonfiction, and essays.

51.00

Total Hours: 51.00

- Literary terminology, devices, and critical approaches.
- Active and critical reading strategies.
- Writing and thinking critically about literature, including literary analysis.
- Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.
- The research paper, use of the library, and investigative techniques
 - How to generate our own ideas
 - How to use the ideas of other scholars
 - Using MLA style
 - How to search library catalogues and databases and identify useful sources
- Reflecting human diversity: The literary achievements of minorities and women all over the world
 - The literary canon: Diversity and Controversy
 - The Western Canon and the shift to literature as world literature, emphasizing cultural diversity within each culture, the work of women authors and of ethnic, religious, and lesbian, gay, bisexual, transgender, and queer (LGBTQ+) minorities in those cultures
- Literary terms
 - Tone and mood
 - Literal and non-critical statement
 - Explicit and implicit statement
 - Purpose, attitude, meaning
 - Connotation, irony, satire, sarcasm, humor
 - Diction, figurative language and symbol and their influences on theme and audience
- Critical approaches to literature
 - Political and socio-economic approaches
 - Feminist and Queer
 - Geographical
 - Ethnic and Cultural
 - Historical
 - Ecological
 - Psychoanalytical
 - Postcolonial
 - Biographical
 - Mythological

Topics

Lec Hrs

- Structuralism and Poststructuralism
- The history, themes, context and elements of various modalities of literature, such as:
 - Short stories
 - Drama
 - Novels
 - Poetry
 - Film

Total Hours: 51.00

Methods of Instruction

- A. Class Activities
- B. Collaborative Group Work
- C. Discussion
- D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- E. Lecture

Methods of Evaluation

A. Methods of evaluation used to observe or measure students' achievement of course outcomes are at the discretion of local faculty.

Formal writing, including essays.

Informal writing (examples include journals, discussions, annotations, reader responses, in-class writing, and responses to questions).

Minimum 5,000 words of writing which may include a combination of drafts, written peer response, and other forms of writing.

Other evaluation methods may include assignments such as quizzes, projects, presentations, and portfolios.

Examples of Assignments

Reading Assignments

1. Read James Wright's "Saint Judas" and evaluate his use of allusion and the sonnet form in a minimum 300-word short writing.
2. Read Toni Morrison's *Beloved*, and find as many possible symbols as you can. Choose the three uses of symbol that you found most compelling, and try to interpret them in multiple ways, relating each interpretation back to what you've identified as a major theme in the novel. Bring these notes on the symbols and possible interpretations to our next class.

Writing Assignments

1. In a short essay (4-6 pages) compare at least two of the assigned poems. Your paper should define, discuss, and analyze the basis for comparison (form/style, motifs/theme, figurative language), the relevance of the comparison, and the insight we gain by seeing these poems in relation to one another rather than separately.
2. Read Lu Xun's "Preface to a Call to Arms" and "Diary of a Madman" and write an online discussion post of at least 100 words that identifies at least two major uses of irony in each text. Begin by formulating Lu Xun's broader purpose in both pieces for your reader, then analyze the possible functions of two different examples and explain how these ironies relate to his broader purpose. Once you've completed your post, choose one of your classmates' posts, and, using specific examples from that post, analyze and evaluate your classmate's arguments.

Out-of-Class Assignments

1. Attend one of the suggested literary events (a reading or performance) and write a short response (1-2 pages) that critiques the work(s) presented using appropriate literary terminology. Alternative options to complete this assignment will be identified in the instructions.
2. Choose one novel from the list of suggested novels, and choose one of the critical frameworks we've discussed. Find an example of an analysis of some aspect of this novel that uses this same framework. This example should give you an idea of how that writer defines the scope of her/his project. Then decide on the limits of your scope, your own topic, and use your chosen framework to write a minimum two page analysis of your novel that you will present to the class on your assigned day. Be sure that your topic is not the same as the topic in the example that you found, and you must submit both your written analysis and a copy of your example on the day of your presentation.

Recommended Materials of Instruction

Meyer, M. (2024). *The Compact Bedford Introduction to Literature*. Macmillan, 13th. 9781319331825.

Barnet, Sylvan, et al. (2010). *An Introduction to Literature*. Longman, 16th. 978-0205633098.

Mays, K. (2024). *The Norton Introduction to Literature*. Norton, 15th. 9781324085898.

DiYanni, R. (2007). *Literature, Approaches to Fiction, Poetry, and Drama*. McGraw-Hill, 6th. 978-0077974916.

Gardner, Janet E. (2025). *Reading and Writing About Literature*. Macmillan, 6th. 9781319474072.

Harmon, W. (2012). *A Handbook to Literature*. Pearson, 12th. 9780205024018.

Kennedy, X. et al. (2019). *Backpack Literature*. Pearson, 6th. 9780134756790.

Hacker, D. & Sommers, N. (2024). *A Writer's Reference*. MacMillan, 11th. 978-1319413002.

Modern Language Association of America. (2021). The Modern Language Association. *9th, 9th*. 978-1603293518.

Other Learning Materials

Note: Multiple texts may be necessary to fulfill the purposes of this course. Any individual text listed below may not stand alone as sufficient. Text selection should include a diverse set of authorial voices that may include a range of cultures, ethnicities, genders, sexual orientations, and socioeconomic backgrounds. Open Educational Resources (OER) may be used in place of any type of text.

Full-length novels or other separately published works.

Textbooks older than 7 years must be clearly labeled as classic or legacy.

Texts used by individual institutions and even individual sections will vary.

Minimum Qualifications

English (Masters Required)

Created/Revised by: MacKinnon, Mary Katherine

Date:11/03/2025



Course Outline

2026-2027 Catalog

MUS 1 - Music Appreciation

Catalog Description

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Total: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description: A survey of art music in western civilization. Topics studied include but are not limited to elements of music, basic musical forms, music periods, styles, and the role of music and musicians in the western world. Students will develop active listening skills and explore music's connections to history, culture, other art forms, and the interplay of global musical traditions. (C-ID MUS 100).

Objectives

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

1. Identify musical instruments and ensembles.
2. Recognize and compare major eras, styles, composers, and works of Western art music.
3. Use active listening skills to analyze and evaluate musical performances critically, considering their artistic, cultural, and historical significance.
4. Discuss music within its historical, cultural, and societal contexts.
5. Apply appropriate musical terminology to identify and analyze the fundamental elements of music—pitch, rhythm, texture, form, timbre, and dynamics.
6. Examine the interplay between Western and non-Western musical traditions and how they have influenced each other over time.

Course Content

Topic Titles / Suggested Time Topic	
Lecture	
Topics	Lec Hrs
Introduction to Music Fundamentals	6.00
• The elements of music: melody, rhythm, texture, form, timbre, and dynamics • Introduction to musical terminology and its application in listening and analysis • Overview of active listening techniques for deeper engagement with music	
Musical Instruments and Ensembles	3.00
• Identification of instrument families • Overview of ensembles • Cultural roles and significance of instruments in Western and non-Western traditions	
Evaluation of Musical Performances	3.00
• Techniques for analyzing live and recorded performances • Evaluating artistic intent, cultural context, and emotional impact • Listening practice with a variety of genres and styles	
The Intersection of Western and Non-Western Music	6.00
• Interactions and influences between Western and non-Western music traditions • Cross-cultural collaborations in modern music • The evolution of music into a global medium, blending traditions and styles across cultures	
The Development of Western Art Music	27.00
• Major eras of Western music: Medieval, Renaissance, Baroque, Classical, Romantic, Modern, Blues, Jazz, Rock, Hip Hop and Rap, and Popular • Key composers and works in each era and their historical/cultural significance • Evolution of musical styles, forms, and innovations across periods	
Music in Historical and Cultural Contexts	3.00
• How music reflects and influences societal events and movements • The role of music in rituals, politics, and social change • Case studies: music of the Civil Rights Movement, protest songs, and national anthems	
Music and Other Art Forms	3.00

Topics**Lec Hrs**

- Connections between music and visual art, literature, and theater
- The role of music in film, dance, video games, and multimedia

Total Hours: 51.00**Methods of Instruction**

- A. Collaborative Group Work
- B. Group Discussions
- C. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
- D. Lecture
- E. Reading Assignments

Methods of Evaluation

- A. Exams/Tests
- B. Research Projects
- C. Class participation
- D. Final Examination
- E. Written Assignments
- F. Evaluation of live performance

Examples of Assignments**Reading Assignments**

1. Read a biography of a composer of your choice and write a short one-page summary on the composer's life and work. Be prepared to share with the class.
2. Pick a course-appropriate musical instrument and read the article on that instrument in Grove's Encyclopedia of Music. Be prepared to discuss in class.

Writing Assignments

1. Listen to an example of music from one of the assigned eras and prepare a two-page critical analysis of the music. Be prepared to discuss your findings in class.
2. For this assignment, create a playlist featuring at least 10 selections from various historical periods and genres covered in the course, including pieces from the Medieval and Renaissance periods through to modern Hip Hop & Rap. Alongside your playlist, write a 900-word paper explaining your selections and reflect on how they relate to your personal interests and course content. In your paper, discuss how the course has shaped your musical preferences and deepened your understanding of different genres. Highlight how the chosen pieces resonate with you, exploring what impacted your musical journey and how your appreciation of music has evolved throughout the course.

Out-of-Class Assignments

1. Attend a live or online concert and write a 600-word detailed review that analyzes the performance from multiple angles. Start by providing context for the concert, including the venue, the performers, and the atmosphere of the event. Focus on the musicians' technical proficiency, discussing their skill, interpretation, and overall execution of the repertoire. Examine how well they engaged with the music and each other, and note any standout soloists or memorable moments. Reflect on the balance between instruments, sound quality, and the use of dynamics and phrasing. Pay attention to the audience's reactions and how the performance affected you personally, whether it met your expectations or surprised you in some way. Conclude your review by summarizing the impact of the concert, considering both the technical and emotional elements that made it a unique experience. The goal is to provide a thoughtful, balanced critique that captures the essence of the performance in a clear and engaging manner.
2. Work in small groups to select and research a specific era of music, such as the Baroque, Classical, Romantic, or 20th Century. Prepare an in-class group presentation focused on two main areas: the evolution of musical forms during that era and the use of instruments. In discussing musical forms, the presentation should highlight how different structures, like the symphony, sonata, or concerto, developed over time and their significance in the era. For the use of instruments, the group will examine how instruments were used, evolved, or innovated during the period, noting any advancements in instrument design or technique. The presentation should be both informative and engaging, incorporating examples of key composers and pieces that illustrate these developments.

Recommended Materials of Instruction

Roger Kamien. (2025). Music: An Appreciation. McGraw Hill, Updated Release. 9781264933907.

Zero Cost Textbook

Clark, N. Alan; Heflin, Thomas; Kluball, Jeffrey; and Kramer, Elizabeth, "Understanding Music: Past and Present" (2015). Fine Arts Open Textbooks. 1.

<https://oer.galileo.usg.edu/arts-textbooks/1>

Other Learning Materials

Recordings, listening examples, performances, and readings as provided by instructor

Minimum Qualifications

Music (Masters Required)

Created/Revised by: Heimlich, Ryan

Date: 04/21/2025



Catalog Description

PSY 15 - Lifespan Psychology

Transfer Status: CSU/UC

Unit(s): 3.00

Lecture: 51.00 Contact hours/102.00 Out of class hours/153.00 Total hours/3.00 Unit(s)

Course Description:

This course provides an overview, from a psychological perspective, of human development from conception through death, including biological and environmental influences. Theories and research of physical, cognitive, personality, and social development are examined, as well as attention to developmental problems. (C-ID PSY 180).

Objectives

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

1. Contrast and compare developmental theories and approaches (including how different theoretical perspectives affect or determine the research and applications that arise from them).
2. Analyze elements of a scientific approach to understanding human development in a biopsychosocial context.
3. Identify biological, psychological, and sociocultural influences on lifespan development.
4. Describe the ways in which psychological principles and research apply to real world problems and issues across the lifespan.
5. Describe the sequences of physical, social, and cognitive development across the lifespan, using the constructs and conceptual framework provided by psychological perspectives.
6. Identify and describe the techniques and methods used by developmental psychologists to study human development.
7. Identify and describe classic and contemporary theories and research in lifespan psychology.
8. Describe the developing person at different periods of the lifespan.
9. Identify possible causes or sources of developmental change and reasons for disturbances in the developmental process.

Course Content

Topic Titles / Suggested Time Topic

Lecture

Topics**Lec Hrs**

- a. Human development - definitions and controversies in the field (traditional Vs lifespan, continuous Vs discontinuous, nature Vs nurture)
- b. The scientific method
- c. Approaches to studying change over time

9.50

Developmental Theories

- a. Psychodynamic theories
- b. Learning theories
- c. Contextual theories (e.g., sociocultural)
- d. Cognitive theories
- e. Humanistic theories

17.50

Genetics

- a. Genes, chromosomes and genetic transmission
- b. Genetic and chromosomal disorders

6.00

Prenatal Development and Birth

- a. Stages of prenatal development and birth (labor)
- b. Effects of the environment on prenatal development
- c. Neonatal testing and competencies

12.00

Physical, cognitive and psychosocial development during infancy, early childhood, middle childhood, adolescence, early adulthood, middle adulthood, and late adulthood

3.00

Death and dying

3.00

Total Hours: 51.00**Methods of Instruction**

-
- A. Class Activities
 - B. Collaborative Group Work
 - C. Discussion
 - D. Homework: Students are required to complete two hours of outside-of-class homework for each hour of lecture
 - E. Lecture

Methods of Evaluation

-
- A. Exams/Tests
 - B. Research Projects
 - C. Papers
 - D. Projects
 - E. Homework
 - F. Class participation
 - G. Written Assignments

Reading Assignments

1. Read the chapter on Language Development and write 300 words on the following prompt: Language development in humans is vast, ranging from the non-verbal (think body posture such as being relaxed or still, gestures, and facial expressions) to the overtly verbal. What sorts of messages can language bring to your psychological processes? In other words, how has the language of others OR language you unintentionally sent to others (non-verbal or verbal) affected you in the past?
2. Read the chapter on Attachment Theory and write 100 words on the following prompt: After reading this week's content on Attachment Theory, how do you think your own attachment style, in your closest relationships, helps or hinders you? Use studies cited in this week's chapter to support your statement and write 300 words on it.

Writing Assignments

1. Write 100 words to a group member about your first experience with a bully or dominant personality. Then describe major theoretical views of the causes of bullying behavior.
2. Describe how early attachment styles can impact adult relationships in a 300 word reflection using relevant theoretical structures to support your analysis.

Out-of-Class Assignments

1. Watch children playing on a playground for 20 minutes and record what you see with 100 words using research strategies common to Naturalist Observation.
2. Observe the body language of couples in a mall in 3 age groups: teen, "middle age" and elderly. Record what you notice in 100 words.

Recommended Materials of Instruction

Berk, L. (2022). Development Through the Lifespan. *Pearson, 7th*. 978-0134419695.

Steinberg, L. (2010). Lifespan Development: Infancy Through Adulthood. *Wadsworth, 1st*. 978-0618721566.

Lally and French. (2023). Lifespan Development: A Psychological Perspective - OER. *OER, 2nd*. N/A.

Minimum Qualifications

Psychology (Masters Required)

Created/Revised by: Valle, Heather

Date:10/23/2023