

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ABED 430

COURSE TITLE

PRE-VOCATIONAL ABE

TYPE COURSE

NON-FEE

ABE

CATALOG COURSE DESCRIPTION

This course is designed to develop basic skills and content knowledge skills related to the world of work: interpersonal, speaking, listening, vocabulary, reading, writing, use of technology, critical thinking, problem-solving, career planning and advancement, cross-cultural understanding and mathematics. Upon successful completion of this course, students are ready to enter job training courses. A competency is considered attained when a student can demonstrate that competency with 80% accuracy orally, in writing or by actual performance. (FT)

LECTURE/LABORATORY HOURS

270

ADVISORIES

NONE

RECOMMENDED SKILL LEVEL

Students who will benefit from this course will have demonstrated a reading level in the range of 5.0-8.9 as measured by a standardized test and/or score between 215-230 on the Level C/D Prevocational CASAS Reading Test. They will have mastery of whole number operations in math, basic spelling, grammar and punctuation rules in writing. They will be able to communicate effectively in English.

INSTITUTIONAL STUDENT LEARNING OUTCOMES

1. Social Responsibility
SDCE students demonstrate interpersonal skills by learning and working cooperatively in a diverse environment.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

2. Effective Communication
SDCE students demonstrate effective communication skills.
3. Critical Thinking
SDCE students critically process information, make decisions, and solve problems independently or cooperatively.
4. Personal and Professional Development
SDCE students pursue short term and life-long learning goals, mastering necessary skills and using resource management and self advocacy skills to cope with changing situations in their lives.

COURSE GOALS

This course will develop basic skills needed in the workplace in such areas as interpersonal communication, reading, writing, vocabulary, use of technology, critical thinking, problem solving and math within the context of the world of work. Basic skills will be developed and applied to tasks that are required of adults in obtaining entry level employment, benefit from on-the-job training and function in the workplace.

COURSE OBJECTIVES

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

1. Score 225 or above on the CASAS ECS Reading Test, Level D.
2. Demonstrate use of applied mathematics in the area of their occupational interest.
3. Demonstrate positive interpersonal skill in communications with peers.
4. Demonstrate work maturity skills as measured by the CASAS ECS Work Maturity Checklist, which is correlated to SCANS.
5. State a career goal and a plan for achieving it.
6. Understand basic principles for getting and keeping a job.
7. Demonstrate critical thinking and problem solving skills in classroom simulations.
8. Write a resume, cover letter and business letter, e-mail or memo; fill out work-related forms.
9. Demonstrate basic keyboarding skills and select technology appropriate to the task.

SECTION II

COURSE CONTENT AND SCOPE

Upon completion of the Pre-Vocational ABE course, students will show orally, in writing and through demonstration that they are able to function in the following areas:

1. Career choice
 - 1.1. Identify interests, skills, and learning styles
 - 1.2. Explore career choices
 - 1.3. Analyze the local job market

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.4. Identify educational opportunities for achieving career goals
- 1.5. Demonstrate understanding of employers' expectations
- 1.6. Identify technological demands of various career paths
- 1.7. Apply basic knowledge of computers
- 1.8. Set short-range training goals and long-range career goals
- 1.9. Identify training/skills needed to advance in a career
- 1.10. Demonstrate interpersonal skills needed to participate as a member of a team
- 1.11. Organize and maintain class notes as the basis of a portfolio to be used in job search

Integrated basic skills will include, but are not limited to:

Communication/Interpersonal KEY Competencies:

- Identify one's communication style
- Identify personal values, qualities, interests and abilities
- Demonstrate teamwork skills including contributing to team efforts, promoting group interaction, working cooperatively with others, listening

Reading:

- Skim interest and skill surveys, checklists
- Scan fliers, brochures, course schedules, Career Center information
- Interpret and analyze charts, graphs and tables of job market information
- Interpret and summarize job descriptions
- Locate the main idea
- Identify strategies for reading different types of materials
- Follow written directions
- Identify resources within reference materials, e.g. index, table of contents, etc.

Writing:

- Complete forms, surveys, checklists, questionnaires
- Take notes in outline form
- Write clear goal statements and plan for achievement

Applied Math: (Computation review is integrated)

- Use computation to interpret charts, graphs, tables
- Compare wages among occupations
- Make a budget to project needed earnings
- Analyze job market data
- Convert time measurements (years, months, weeks, hours, minutes)
- Apply problem solving strategies to word problems
- Decide on and use appropriate mathematical operations to solve word problems

2. Job Search Skills

- 2.1. Plan a job search strategy, including use of networking, help wanted signs, ads, and cold calling
- 2.2. Organize and allocate time for scheduling appointments, researching the job market, responding to want ads

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.3. Clarify, confirm and follow directions
- 2.4. Use a map to find job locations
- 2.5. Fill out job applications
- 2.6. Complete a personal data sheet
- 2.7. Use a personal data sheet to write a resume and complete job applications
- 2.8. Demonstrate ability to answer typical and difficult job interview questions
- 2.9. Write a cover letter, thank you letter, and/or make follow-up telephone calls following an interview
- 2.10. Follow written directions to complete forms
- 2.11. Demonstrate critical thinking skills in making decisions about which job offers to accept

Integrated basic skills will include, but are not limited to:

Communication/Interpersonal KEY Competencies

- Use appropriate non-verbal behaviors
- Use appropriate language to clarify
- Paraphrase information to clarify
- Demonstrate interviewing skills such as questioning, giving examples, phrasing answers in positive, answering directly and honestly
- Demonstrate positive attitude and self-esteem
- Demonstrate listening
- Make decisions considering constraints and consequences
- Use strategies to cope with negative feedback
- Use time-management strategies

Reading:

- Interpret abbreviations and acronyms
- Read and interpret signs and advertisements
- Read maps
- Read job descriptions
- Skim forms to preview
- Interpret written directions on forms
- Organize, analyze and maintain information and data in a portfolio

Writing:

- Fill out job applications
- Complete a personal data sheet
- Write a resume
- Write a cover letter using business letter format
- Write a thank you letter as a follow-up to an interview
- Keep a log, including a personal schedule and appointments

Applied Math: (Computation review is integrated)

- Interpret maps; add, subtract, multiply and divide numerical information related to distances, including fractions and decimals

COURSE CONTENT AND SCOPE (CONTINUED)

- Compute and convert units of time as in travel schedules, appointments, training schedules
 - Estimate time and distance
 - Use a calculator
 - Make comparisons in the context of wages, shifts, schedules, distance
3. On the Job Skills
- 3.1. Follow and give one-step and multi-step directions (written and oral)
 - 3.2. Read and follow procedures
 - 3.3. Clarify and confirm instructions
 - 3.4. Respond to and make requests
 - 3.5. Train coworkers (i.e. assist with orientation of new students)
 - 3.6. Assist in class management such as distributing materials, inventorying supplies, filing, leaving written messages or suggestions
 - 3.7. Communicate about progress of work; meet deadlines for completion of assignments
 - 3.8. Monitor and correct performance
 - 3.9. Select needed equipment, supplies, including technology for assigned tasks
 - 3.10. Maintain and troubleshoot equipment problems or supply shortages (e.g. report when there is a need for paper clips, computer paper in the printer, etc.)
 - 3.11. Keep a work log and/or summarize week's activities
 - 3.12. Evaluate work in portfolio; make decisions about best work

Integrated basic skills will include, but are not limited to:

Communication/Interpersonal KEY Competencies

- Use appropriate language to gather information
- Clarify
- Use appropriate language to give feedback
- Follow and give clear directions
- Help others learn
- Demonstrate leadership and initiative
- Use a process to make decisions
- Report progress on assigned tasks

Reading:

- Read manuals, e.g. for operation of equipment
- Interpret procedures for completion of tasks
- Read and follow written directions
- Read and respond to e-mail, faxed communication, and memos
- Skim to locate general information; scan to identify specific information
- Read, paraphrase and summarize the main idea
- Identify the purpose of written material
- Identify the sorting factor
- Determine cause and effect relationships
- Draw conclusions
- Interpret illustrated articles
- Use reference materials when needed

COURSE CONTENT AND SCOPE (CONTINUED)

- Use context clues and a dictionary to determine the meaning of new vocabulary

Writing:

- Write memos, e-mail, faxed messages
- Write messages to coworkers regarding progress of work, procedures, directions, and quality control
- Take telephone messages
- Keep a work log
- Takes notes in meetings
- Write summaries
- Write reports

Applied Math: (Computation review is integrated; applied math in students' area of occupational interests are included in occupation-specific modules)

- Estimate time needed to complete projects
- Understand basic concepts of quality control, e.g., probability, statistics, averages, median, mean, ratio and proportion
- Add, subtract, multiply and divide, including fractions and decimals, to convert and work with units of measure for weight, length, liquid measure, volume
- Demonstrate understanding of ruler measurement
- Interpret various measurement scales
- Perform calculations based on data derived from charts, graphs and tables
- Develop strategies for solving word problems, including which operation to select to solve different problems
- Use mental arithmetic, including visualizing in "the mind's eye"
- Use rounding to designated place values
- Use technology such as calculators and computer number pads to assist with calculations

4. Co-Worker/Customer Relations Skills

- 4.1. Identify formal and informal lines of authority and communication within an organizational structure
- 4.2. Identify one's own communication/personality style and strategies for adapting to others' styles
- 4.3. Respond to criticism or conflict
- 4.4. Make suggestions
- 4.5. Identify strategies for dealing with anger
- 4.6. Participate in meetings, including taking notes, offering ideas, summarizing
- 4.7. Discuss weekend activities, interests, and current events with coworkers
- 4.8. Respond to customer complaints
- 4.9. Demonstrate skills needed to answer phone calls and take messages
- 4.10. Demonstrate ability to work as a member of a team
- 4.11. Identify and demonstrate courteous behaviors, including assisting the elderly, the handicapped, parents with children or those whose English might be limited
- 4.12. Understand basic principles of customer service

COURSE CONTENT AND SCOPE (CONTINUED)

Integrated basic skills will include, but are not limited to:

Communication/Interpersonal KEY Competencies

- Use appropriate language to give feedback
- Use appropriate language to influence or persuade
- Use appropriate language in various social situations (with supervisors, clients)
- Converse appropriately about personal interests, activities
- Demonstrate active listening
- Identify barriers to communication and strategies for overcoming barriers including anger
- Respond appropriately to criticism
- Demonstrate teamwork skills
- Demonstrate negotiation skills in resolving differences
- Use effective approaches sensitive to a multicultural environment
- Demonstrate effective customer service strategies
- Demonstrate assertiveness to promote one's position

Reading:

- Read and interpret information on customer service
- Read and interpret company newsletters and inter-office communications
- Read and interpret company policy manuals, employee handbooks
- Sequence and prioritize instructions
- Read to be informed about current events (newspaper), company events
- Interpret company's organizational chart

Writing:

- Take notes in meetings
- Write notes to coworkers
- Take telephone messages
- Use technology to communicate with coworkers and customers
- Fill out job orders from customers in person or by phone

Applied Math: (Computation review is integrated)

- Estimate prices for work orders
- Round numbers in making estimates
- Compute tax, interest and make change
- Compute totals on job orders, sales slips
- Use a calculator
- Add, subtract, multiply and divide, including using fractions and decimals, to measure length, area, volume, liquid measure, to fill customer orders
- Convert units of measure to complete orders
- Calculate costs using units of measure

COURSE CONTENT AND SCOPE (CONTINUED)

5. Safety (Occupation-Specific Safety Information Will be Included in Those Modules)
 - 5.1. Describe physical condition and health history, including filling out forms for insurance benefits
 - 5.2. Read and interpret safety warnings, signs, regulations, and operating instructions
 - 5.3. Read and interpret product labels and warnings
 - 5.4. Report accidents, work-related injuries and unsafe working conditions
 - 5.5. Give and respond to a variety of verbal warnings
 - 5.6. Place emergency calls, ask for help, and briefly describe the problem
 - 5.7. Maintain a clean work area
 - 5.8. Use and dispose of hazardous materials safely

Integrated basic skills will include, but are not limited to:

Communication/Interpersonal KEY Competencies

- Paraphrase information to clarify
- Follow and give clear directions
- Demonstrate initiative and responsible behavior
- Make decisions
- Demonstrate assertiveness to promote one's position

Reading:

- Read and interpret safety signs, including symbols
- Read and interpret warnings on labels, including symbols
- Scan to locate specific information, such as first aid procedures
- Read operating instructions on machines, equipment, power tools, etc
- Interpret company policies and procedures found in employee handbooks, brochures
- Make inferences based on procedures or warning labels
- Follow written directions
- Sequence procedures for giving first aid or events in reporting accidents

Writing:

- Fill out insurance or health benefits forms
- Fill out accident reports
- Write narrative for accident report
- Leave written messages for coworker describing unsafe conditions or problems
- Write directions for coworker regarding safe practices

Applied Math: (Computation review is integrated)

- Calculate proportions for mixing solutions, following label directions
- Interpret gauges, scales, and pressure readings
- Calculate in units of measure, including conversion and regrouping

6. Awareness of Workplace Culture

- 6.1. Demonstrate understanding of organizational charts and channels of communication
- 6.2. Demonstrate understanding of employees' rights and responsibilities
- 6.3. Identify advantages and disadvantages of belonging to a union

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.4. Analyze various management styles and differences in formal and informal work environments
- 6.5. Demonstrate cross-cultural understanding, sensitivity and ability to work with diverse (race, ethnicity, religion, age, gender, sexual preference) populations, including coworkers and customers

Integrated basic skills will include, but are not limited to:

Communication/Interpersonal KEY Competencies

- Use appropriate language in various social situations
- Demonstrate positive attitude and self-esteem
- Demonstrate honesty
- Identify barriers to communication and strategies for overcoming barriers
- Use approaches sensitive to a multicultural workforce
- Make a process to make decisions considering constraints and consequences

Reading:

- Read and interpret employee handbooks
- Compare and contrast cultural issues including effects of discrimination, acculturating to a new culture, life style differences, and values clarification
- Read and interpret organizational charts, identifying formal and informal lines of communication
- Interpret brochures, fliers, bulletin board notices, company newsletter, and union newsletter
- Compare and contrast advantages and disadvantages of union membership
- Read and interpret articles on cross-cultural understanding

Writing:

- Use technology to communicate within the company (e-mail, fax)
- Identify appropriate addressee for inter-office communication following lines of communication
- Take notes in training seminars

Applied Math: (Computation review is integrated)

- Interpret charts, graphs and tables of data related to cross-cultural understanding, e.g. a pie chart of the company workforce by age or racial background
- Compare wage charts for various job titles, including non-traditional jobs by gender
- Compare and contrast wages and benefits in "union shop" and "closed shop"

7. Work Maturity Skills

- 7.1. Demonstrate work maturity competencies in a classroom setting
- 7.2. Identify appropriate workplace dress, language, rules of behavior (stated and unstated), including freedom from harassment
- 7.3. Identify and interpret workplace ethics including honesty in taking sick leave, honesty in using company equipment and supplies for personal use, etc

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.4. Demonstrate an organized approach to achieving goals through participation in classroom activities, including monitoring progress, prioritizing tasks, and revising one's plans
- 7.5. Demonstrate integrity, dependability and responsibility in completing work
- 7.6. Use problem solving strategies on the job and in balancing one's roles as worker, parent and community member
- 7.7. Identify or use strategies to develop a positive attitude
- 7.8. Identify ways to learn from others and to help others learn job-related concepts and skills
- 7.9. Use a process to make decisions

Integrated basic skills will include, but are not limited to

Communication/Interpersonal (Imbedded above)

Reading:

- Interpret flow chart of steps to solve problems
- Interpret survey of positive and negative attitude indicators
- Classify behaviors as indicative of positive or negative attitude
- Read simulations or role plays to practice language used to solve problems, give feedback to customers or coworkers, negotiate, be assertive or resolve conflict
- Read resources for self-help such as pamphlets, information articles, books

Writing:

- Write journal or log entries reflecting on one's values and personal qualities
- Outline a plan for goal attainment
- Keep a log or schedule of activities to manage one's time
- Fill out questionnaire, survey of personal qualities, attitudes

Applied Math: (Computation review is integrated)

- Make a timeline to plan goal attainment
- Make a schedule of activities that balance work, recreation and family responsibilities
- Use steps of problem solving to solve one-step and multi-step word problems such as budgeting, managing time and priorities

8. Understand Benefits And Compensation

- 8.1. Read and interpret employee handbooks and manuals regarding benefits
- 8.2. Read and interpret sick leave, vacation leave, overtime, comp time policies
- 8.3. Make decisions about which medical, dental or vision plan is best
- 8.4. Fill out benefits forms, requests for leave, etc
- 8.5. Negotiate with coworkers for vacation time or leave time
- 8.6. Read and interpret performance evaluations
- 8.7. Discuss career ladders within the company and the training required to advance on the job
- 8.8. Read and interpret timecards and pay stubs
- 8.9. Understand a worker's rights and responsibilities in filing claims for Workmen's Compensation

COURSE CONTENT AND SCOPE (CONTINUED)

- 8.10. Identify government and community resources to obtain help if rights are violated
- 8.11. Demonstrate competence through participation in classroom activities simulating the workplace

Integrated basic skills will include, but are not limited to:

Communication/Interpersonal KEY Competencies

- Demonstrate honesty
- Demonstrate negotiation skills in resolving differences
- Make decisions considering goals, constraints and consequences
- Use strategies to cope with negative feedback
- Demonstrate assertiveness to promote one's position

Reading:

- Read and interpret selections from employee handbooks and manuals
- Read and interpret pamphlets and brochures containing information on benefits, rights and responsibilities
- Compare and contrast benefit packages
- Interpret charts and tables giving information on benefits packages
- Read and interpret performance evaluations
- Gather information from a variety of resources; use reference materials
- Draw conclusions from resource materials and company policies
- Summarize information and paraphrase it for a classmate/coworker
- Use a telephone directory to locate government and community resources for assistance

Writing:

- Fill out benefits forms
- Write a request for vacation leave, maternity leave, and sick leave
- Use e-mail to request a meeting with a supervisor regarding leave or performance evaluation

Applied Math: (Computation review is integrated)

- Interpret charts and tables of data related to wages and benefits
- Use addition and subtraction to total timecard hours or check pay stub
- Use problem solving strategies to plan vacation or sick leave
- Use problem solving strategies to compare benefit packages

9. Understand The Changing Workplace

- 9.1. Identify various work environments and nature of work, including prevalence of temporary and part-time work, importance of technology, self-employment and working at home
- 9.2. Identify constructive ways of coping with and adapting to change, including demonstrating flexibility, adaptability, and accessing on-going training
- 9.3. Demonstrate understanding of the need for life-long learning
- 9.4. Identify and apply study skills

COURSE CONTENT AND SCOPE (CONTINUED)

- 9.5. Monitor progress toward short-term goals and set long-term goals
- 9.6. Evaluate progress using classroom work samples in portfolios

Integrated basic skills will include, but are not limited to:

Communication/Interpersonal KEY Competencies

- Identify personal values, interests, and abilities
- Generate ideas
- Use a process to make decisions
- Identify a process for dealing with change

Reading:

- Identify the main idea
- Compare and contrast the modern workplace with traditional environments
- Draw conclusions
- Evaluate information in portfolios
- Make decisions regarding modifications of goals and steps in plan to achieve goals
- Sequence steps in goal attainment

Writing:

- Take notes from lecture or guest speaker
- Write goal statements, short-term and long-term
- Write journal entries reflecting on plans for the future
- Write invitations and thank you notes to guest speakers e.g. Human Resource managers, temporary agency representative, Career Center counselors

Applied Math: (Computation review is integrated)

- Evaluate statistics related to trends in modern companies including probability
- Interpret line graphs, bar graphs
- Create line and bar graphs to represent trends and data points
- Estimate investment needed for self-employment, business in the home
- Estimate yearly budget, including savings strategies in case of temporary work
- Compute income based on commissions
- Use a calculator
- Select needed information to solve multi-step problems
- Select operation to solve problems
- Create mathematical word problems related to one's own life

APPROPRIATE READINGS

Appropriate readings are incorporated in the course content and scope.

WRITING ASSIGNMENTS

Writing assignments are incorporated in the course content and scope.

OUTSIDE ASSIGNMENTS

Outside assignments are incorporated in the course content and scope.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking are incorporated in the course content and scope.

EVALUATION

A student's measure of progress will be based on multiple measures of performance.

Assessment will measure development of basic skills, application of basic skills to tasks related to the world of work, and the development of critical thinking, problem solving and decision-making. Instructors monitor student progress on a continuing basis, assessing students on the attainment of the objectives listed in this course outline, through formal and informal measures, criterion referenced and standardized tests. Students are involved in monitoring their own progress and providing peer evaluation through checklists, journaling, reflective thinking and evaluating entries in portfolios. Learner assessment measures are aligned with assessment standards as recommended in the document *Model Program Standards for Adult Basic Education*, published by the California Department of Education, 1995.

Standardized tests to measure degree of mastery of basic skills in a vocational context include, but are not limited to:

1. Comprehensive Adult Student Assessment System (CASAS), Employment Competency System Appraisal for Reading and Math.
2. CASAS, ECS Pre-Employment Work Maturity Checklists.
3. Pre-post tests that accompany text materials.

A competency is considered mastered when a student can demonstrate that competency with 80% accuracy orally, in writing, or by actual performance.

Other measures include teacher-made appraisals and unit tests, evaluation of portfolio entries by both teacher and student, logs of students' reflection on significant learning and outcomes of projects such as displays, oral reports to the class, or demonstrations.

Upon successful completion of each individual course a Certificate of Course Completion will be issued. Upon successful completion of all courses included in the program a Certificate of Program Completion will be issued.

METHOD OF INSTRUCTION

Classroom lecture, demonstrations, cooperative teams, guest speakers, audio-visual presentations and computer-assisted instruction will be included. Method of instruction will take into consideration students' diverse learning styles providing opportunities for assignments that include text-based learning, hands-on projects, team assignments in which to practice interpersonal skills, critical thinking and decision-making. Field trips and job shadowing may be included to allow students to experience workplace environments first-hand.

Instructional strategies and materials are selected which focus on student acquisition and review of basic skills within the context of work. They encourage students to actively participate in the learning process and a simulated work environment to allow practice of behaviors that are expected by employers. Care is taken to select materials that are free of bias, appropriate to adults with employment goals and foster an awareness of cultural diversity.

TEXTS AND SUPPLIES

The following is a list of texts and materials used with pre-vocational students who may be concurrently completing instruction in occupation-specific modules. New materials are constantly being added as publishers respond to current trends in instruction.

Texts:

Communication:

Workforce: Building Success, (Series), Communication, Steck Vaughn, 1997-latest edition

Workforce: Building Success, (Series), Personal Development, Steck Vaughn, 1997
latest edition

Workforce: Building Success, (Series), Time Management, Steck Vaughn, 1997-latest edition

Applied Math:

Basic Math For Job And Personal Use, Southwestern, 1996-latest edition

Math Skills For The Workforce, Steck Vaughn, 1997-latest edition

Math For the World of Work, AGS/Glove, 2002-latest edition

Reading:

Necessary Skills For The Workforce: Job Readiness, Steck Vaughn, 1997-latest edition

Workforce: Building Success, (series), Customer Service, Steck Vaughn, 1997-latest edition

Workforce: Building Success, (series), Problem Solving, Steck Vaughn, 1997-latest edition

Job specific reading: To be determined by the vocational instructors

Writing:

Workforce: Building Success: Writing, Steck Vaughn, 1997-latest edition

PREPARED BY: Nancy Hampson DATE: 12/3/97

DATA REVISED BY: Nancy Hampson DATE: 2/20/07

DATA REVISED BY: Instructional Services/SLO's Added DATE: February 16, 2017

Instructors must meet all requirements stated in Policy 3100 (Student Rights, Responsibilities and Administrative Due Process), and the Attendance Policy set forth in the Continuing Education Catalog.

REFERENCES:

San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog