

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 425A

COURSE TITLE

BEG LOW PREVOCATIONAL ESL 1

TYPE COURSE

NON-FEE

ESL

CATALOG COURSE DESCRIPTION

This course focuses on the development of oral and written communication skills, reading skills, vocabulary development, and grammatical competence necessary for basic career exploration and seeking employment. Critical thinking, digital literacy, soft skills, interpretation of simple data, and diversity awareness are integrated throughout the course. Students will demonstrate acquisition of the beginning-low level English skills needed to identify short and long-term goals, conduct basic research of the job market and succeed in obtaining employment. (FT)

LECTURE/LABORATORY HOURS

135

ADVISORY

ESL Beg Literacy or equivalent

RECOMMENDED SKILL LEVEL

Ability to:

- Use listening and speaking skills at a beginning literacy level to respond to oral commands and participate in simple conversations
- Understand simple texts on familiar work-related topics and scan a simple form for basic personal information
- Achieve a reading score of 185 or higher on a CASAS reading test or equivalent

RECOMMENDED SKILL LEVEL (CONTINUED)

- Write simple sentences about personal information and complete a simple personal identification form
- Apply basic digital literacy skills

INSTITUTIONAL STUDENT LEARNING OUTCOMES

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

Develop:

1. Speaking and listening skills to respond to oral commands and participate in simple conversations, group discussions and an oral presentation
2. Reading skills to comprehend basic information from level-appropriate texts and digital content.
3. Test-taking skills for completing standardized tests
4. Knowledge of level-appropriate vocabulary development and word analysis strategies
5. Knowledge of level-appropriate English grammar and usage
6. Writing skills for completion of simple sentences, email, and job application
7. Skills to begin basic exploration of career fields and job opportunities
8. Digital literacy, numeracy, and soft skills for basic job search
9. Critical thinking skills for analyzing information to make informed decisions
10. Awareness and appreciation of diversity and cultural differences

COURSE OBJECTIVES

1. Demonstrate oral communication skills to respond to commands and participate in simple conversations and small group discussions
2. Inquire about career requirements and training opportunities

COURSE OBJECTIVES (CONTINUED)

3. Respond to simple interview questions about employment history, education, and availability
4. Demonstrate comprehension of level-appropriate texts in print and digital format
5. Interpret and respond to job ads in print and online
6. Apply test-taking strategies to prepare for transition to higher levels of ESL instruction
7. Apply word analysis strategies to interpret level-appropriate English vocabulary
8. Demonstrate proficiency of level-appropriate English grammar in professional communication both orally and in writing
9. Write simple sentences about a single topic or picture
10. Complete an online or hard-copy job application
11. Identify job titles and places of employment
12. Identify responsibilities, requirements, and wages
13. Apply numeracy skills to interpret simple charts and graphs and do basic calculations
14. Apply digital literacy and soft skills for a successful job search
15. Demonstrate note-taking skills on basic information using a template or graphic organizer
16. Develop short-term and long-term goals
17. Deliver a simple oral presentation in a group
18. Demonstrate critical thinking skills in processing information and making decisions
19. Demonstrate cross-cultural awareness and sensitivity to interact effectively in a diverse workplace environment
20. Demonstrate understanding of cultural expectations in applying and interviewing for a job

SECTION II

COURSE CONTENT AND SCOPE

1. Conversation
 - 1.1. Language functions
 - 1.1.1. Asking/answering information questions
 - 1.1.2. Asking for clarification
 - 1.1.3. Following instructions
 - 1.1.4. Following directions
 - 1.1.5. Making requests
 - 1.1.6. Asking for permission
 - 1.1.7. Expressing ability

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.1.8. Expressing likes, dislikes, and preferences
- 1.2. Small talk
 - 1.2.1. Greetings
 - 1.2.2. Introducing yourself or another person
 - 1.2.3. Appropriate topics
 - 1.2.4. Expressing thanks
 - 1.2.5. Closing a conversation
- 1.3. Appropriate register
 - 1.3.1. Formal situations
 - 1.3.2. Informal situations
- 2. Group Discussion
 - 2.1. Group participation skills
 - 2.1.1. Turn-taking
 - 2.1.2. Interrupting politely
 - 2.1.3. Assigning roles in a group
 - 2.1.4. Active listening
 - 2.1.5. Asking simple follow-up questions
 - 2.2. Group decision-making
 - 2.2.1. Problem-solving
 - 2.2.2. Agreeing/disagreeing
- 3. Interviewing Skills
 - 3.1. Responding to simple questions about personal qualities and skills
 - 3.2. Responding to simple questions about work/volunteer experience
 - 3.3. Responding to simple questions about educational background and training
 - 3.4. Responding to simple questions about shift preference
 - 3.5. Using appropriate etiquette and non-verbal communication
 - 3.5.1. Eye contact
 - 3.5.2. Posture
 - 3.5.3. Appropriate attire
 - 3.6. Asking appropriate questions
- 4. Oral Presentation Skills
 - 4.1. Simple group oral presentation on a job
 - 4.2. Organization
 - 4.2.1. Introduction
 - 4.2.2. Supporting detail
 - 4.2.3. Conclusion
 - 4.3. Using digital supports
 - 4.3.1. Delivery

COURSE CONTENT AND SCOPE (CONTINUED)

- 4.4. Verbal/Pronunciation
 - 4.4.1. Comprehensibility
 - 4.4.2. Volume
 - 4.4.3. Pacing
 - 4.4.4. Intonation
- 4.5. Non-verbal
 - 4.5.1. Eye contact
 - 4.5.2. Body language
 - 4.5.3. Gestures
- 5. Reading and Test-Taking Skills
 - 5.1. Reading strategies
 - 5.1.1. Previewing
 - 5.1.2. Skimming
 - 5.1.3. Scanning
 - 5.1.4. Predicting
 - 5.1.5. Identifying main idea and supporting details of a text
 - 5.1.6. Making inferences
 - 5.1.7. Identifying cause and effect
 - 5.1.8. Summarizing
 - 5.2. Increasing reading speed with timed reading
 - 5.3. Citing basic evidence from a text
 - 5.4. Interpreting infographics
 - 5.4.1. Diagrams
 - 5.4.2. Graphs
 - 5.4.3. Tables
- 6. Vocabulary Development and Word Analysis
 - 6.1.1. Context clues for meaning
 - 6.1.2. Root words, prefixes, suffixes
 - 6.1.3. Parts of speech
 - 6.1.4. Simple phrasal verbs
 - 6.1.5. Synonyms/antonyms
 - 6.1.6. Syllables
- 7. Grammar and Usage
 - 7.1. Present Tenses
 - 7.2. Simple present of verb to be
 - 7.3. Simple present of other verbs
 - 7.3.1. Affirmative
 - 7.3.2. Negative

COURSE CONTENT AND SCOPE (CONTINUED)

- 7.3.3. Present continuous
 - 7.3.3.1. Expressing current action
- 7.3.4. Imperatives
- 7.4. Past tenses
 - 7.4.1. Simple past
 - 7.4.2. Regular verbs
 - 7.4.3. Irregular verbs
- 7.5. Future tense
 - 7.5.1. Future with will
 - 7.5.2. Future with be going to
- 7.6. Modals
 - 7.6.1. Ability
 - 7.6.2. Obligation
 - 7.6.3. Necessity
 - 7.6.4. Requests
 - 7.6.5. Permission
- 7.7. Adjectives
 - 7.7.1. Descriptive adjectives
 - 7.7.2. Possessive adjectives
- 7.8. Adverbs
 - 7.8.1. Adverbs of frequency
 - 7.8.2. Adverbs of degree
- 7.9. Prepositions
 - 7.9.1. Time
 - 7.9.2. Place
- 7.10. Nouns and pronouns
 - 7.10.1. Subject pronouns
 - 7.10.2. Object pronouns
 - 7.10.3. Singular and plural nouns
 - 7.10.4. Possessive nouns and pronouns
 - 7.10.5. Count and non-count nouns
- 7.11. Sentence and question structures
- 7.12. Affirmative statements
- 7.13. Negative statements
- 7.14. Questions
- 7.15. Yes/No questions
 - 7.15.1. *Wh*-questions
 - 7.15.2. Or-questions

COURSE CONTENT AND SCOPE (CONTINUED)

8. Written Workplace Communication
 - 8.1. Simple sentences based on a single topic or picture
 - 8.2. Writing mechanics
 - 8.2.1. Capitalization
 - 8.2.2. Punctuation
 - 8.2.3. Spelling
 - 8.3. Professional correspondence
 - 8.3.1. Simple employment applications
 - 8.3.1.1. Paper
 - 8.3.1.2. Online
 - 8.3.2. Email
 - 8.3.2.1. Inquiring about a job
 - 8.3.2.2. Responding to a job posting
 - 8.3.3. Formal and informal language
 - 8.3.3.1. Rules of netiquette
 - 8.4. Note-taking
 - 8.4.1. Information about a job
 - 8.4.2. Group discussion
9. Career Exploration/Job Search
 - 9.1. Self-assessment
 - 9.2. Job skills
 - 9.3. Personal qualities
 - 9.4. Researching local job openings
 - 9.4.1. Interpreting job postings
 - 9.4.1.1. Wages and benefits
 - 9.4.1.2. Requirements
 - 9.4.1.3. Responsibilities
 - 9.4.2. Responding to job postings
 - 9.4.2.1. Sending an email
 - 9.4.2.2. Inquiring by phone and leaving a phone message
 - 9.4.3. Reading and responding to help wanted ads and signs
 - 9.4.3.1. Identifying job requirements
 - 9.4.3.2. Responding to job ads
 - 9.5. Goal setting
 - 9.5.1. Matching personal qualities and skills to job goals
 - 9.5.2. Identifying short-term and long-term goals
 - 9.5.3. Planning steps to reach goals

COURSE CONTENT AND SCOPE (CONTINUED)

10. Digital Literacy

- 10.1. Opening and closing applications
- 10.2. Using keywords in a search engine and navigating results
- 10.3. Finding job information online
 - 10.3.1. Finding directions online
- 10.4. Netiquette
 - 10.4.1. Communicating with emails
 - 10.4.2. Internet security and privacy
 - 10.4.3. Password protection and management
- 10.5. Utilizing online formats/tools to interact with others

11. Numeracy

- 11.1. Ordinal and cardinal numbers
- 11.2. Basic calculations
- 11.3. U.S. currency
- 11.4. Data interpretation
 - 11.4.1. Charts and graphs

12. Soft Skills

- 12.1. Critical thinking
- 12.2. Time management
- 12.3. Participating on a team
- 12.4. Organizational skills
- 12.5. Professionalism

13. Cultural Awareness and Appreciation

- 13.1. Awareness of customs, traditions, and values
- 13.2. Tolerance and cultural sensitivity
- 13.3. Understanding cultural expectations in applying and interviewing for a job
 - 13.3.1. Customary greetings
 - 13.3.2. Handshaking
 - 13.3.3. Body language and gestures
 - 13.3.4. Eye contact
 - 13.3.5. Appropriate work attire

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

- 1. Beginning-low level texts
- 2. Simplified correspondence
- 3. Simplified schedules

APPROPRIATE READINGS (CONTINUED)

4. Simplified news articles
5. Website information
6. Simple charts, graphs, maps

WRITING ASSIGNMENTS

Appropriate writing assignments may include but are not limited to:

1. Notes about job research
2. Simplified paper and online job applications
3. Email messages
4. Simple digital presentations
5. Simple reports

OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include but are not limited to:

1. Read a job posting
2. Locate and share authentic job applications
3. Set up a voicemail greeting message on a phone
4. Make a weekly work/school schedule

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

Appropriate assignments that demonstrate critical thinking may include but are not limited to:

1. Identify and prioritize personal, educational, and workplace goals
2. Evaluate progress in meeting course completion requirements
3. Interpret data from simple tables, charts, and graphs
4. Cite basic evidence that supports a decision

EVALUATION

Evaluation procedures may include but are not limited to:

1. Instructor observation of student performance and participation in class activities
2. Instructor-created listening comprehension exercises
3. Writing samples
4. Self-monitored progress checklists
5. Portfolios of student work

EVALUATION

6. Textbook unit tests
7. Instructor-created assessments
8. Standardized reading, listening and performance-based assessments
9. Oral and written Student Learning Outcome (SLO) assessments scored with rubrics
10. Small group or individual presentations and projects
11. Fulfillment of attendance requirements

Upon successful completion of each course in the program, 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

Methods of instruction may include but are not limited to:

1. Focused listening activities
2. Cooperative learning activities
3. Problem solving activities
4. Group projects
5. Multi-media presentations
6. Lecture/lab
7. Field trips
8. Technology-based instruction
9. Task-based instruction

This course, or sections of this course, may be offered through distance education.

TEXTS AND SUPPLIES

Future 1, Beatriz B. Diaz, Ronna Magy, Federico Salas-Isnardi, Pearson, current edition

Project Success 1, Susan Gaer, Sarah Lynn, Pearson, current edition

Supplemental texts, supplies and other resources may include but are not limited to:

Open Educational Resources (OERs)

Interactive media and software

Authentic media, tools, and computer applications

Instructor-created material

PREPARED BY Corinne Layton, Monica Cueva

DATE June 3, 2020

REVISED BY _____

DATE _____

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