SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 425B

COURSE TITLE

BEG LOW PREVOCATIONAL ESL 2

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 communication in the workplace. Critical thinking, numeracy, soft skills, digital literacy, and diversity awareness will be integrated throughout this course. Students will demonstrate acquisition of the beginning-low level English skills needed to participate in workplace conversations and group discussions, compose simple professional correspondence, and interact appropriately in diverse workplace environments. (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

- 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, digital content, and standardized tests
3. Knowledge of level-appropriate vocabulary development and word analysis strategies
4. Knowledge of level-appropriate English grammar and usage
5. Writing skills for completing simple forms, taking short notes, and composing professional correspondence
6. Digital literacy, numeracy, and soft skills for the workplace
7. Critical thinking skills for solving problems in the workplace
8. Knowledge of U.S. workplace customs and culture and workers' rights and protections
9. 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. Deliver a simple group oral presentation

COURSE OBJECTIVES (CONTINUED)

3. Demonstrate comprehension of simplified texts and professional correspondence on familiar topics
4. Cite evidence from a reading passage
5. Apply test-taking strategies to prepare for transition to higher levels of ESL instruction
6. Apply word analysis strategies to interpret level-appropriate English vocabulary
7. Demonstrate proficiency of level-appropriate English grammar in oral and written communication
8. Write simple sentences about a single topic or picture
9. Complete basic forms and reports
10. Demonstrate note-taking skills on basic information using a template or graphic organizer
11. Apply digital literacy skills to find information, interact with others, or learn English
12. Apply soft skills that promote success in the workplace
13. Apply workplace numeracy skills to interpret simple graphs and charts and for basic calculations
14. Demonstrate critical thinking skills for problem solving or decision-making activities
15. Demonstrate cross-cultural awareness and knowledge of workplace customs and etiquette to interact in a diverse environment
16. Demonstrate knowledge of workplace rules and rights for employee protection

SECTION II

COURSE CONTENT AND SCOPE

1. Workplace Communication
    1.1. Conversation
        1.1.1. Language functions
            1.1.1.1. Asking for and offering help
            1.1.1.2. Asking for and giving clarification
            1.1.1.3. Giving and following instructions
            1.1.1.4. Giving and following directions
            1.1.1.5. Asking for and giving advice
            1.1.1.6. Making requests
            1.1.1.7. Asking for permission
        1.1.2. Small Talk
            1.1.2.1. Greetings and introductions
            1.1.2.2. Appropriate topics
            1.1.2.3. Expressing thanks
            1.1.2.4. Closing a conversation
        1.1.3. Appropriate register
            1.1.3.1. Formal situations

COURSE CONTENT AND SCOPE (CONTINUED)

           1.1.3.2.   Informal situations
  1.2. Group discussion
      1.2.1. Group participation skills
           1.2.1.1.   Turn-taking
           1.2.1.2.   Interrupting politely
           1.2.1.3.   Assigning roles in a group
      1.2.2. Group decision-making
           1.2.2.1.   Problem-solving
           1.2.2.2.   Agreeing and disagreeing
      1.2.3. Active Listening
           1.2.3.1.   Asking follow-up questions
  1.3. Oral presentation skills
      1.3.1. Simple group oral presentation
      1.3.2. Organization
           1.3.2.1.   Introduction
           1.3.2.2.   Supporting Details
           1.3.2.3.   Conclusion
      1.3.3. Delivery
           1.3.3.1.   Verbal
           1.3.3.1.1.   Pronunciation
               1.3.3.1.1.1.   Comprehensibility
               1.3.3.1.1.2.   Volume
               1.3.3.1.1.3.   Pacing
               1.3.3.1.1.4.   Intonation
           1.3.3.2.   Non-verbal
           1.3.3.2.1.   Eye contact
           1.3.3.2.2.   Body language/gestures
           1.3.3.2.3.   Posture
2. Reading and Test-Taking Skills
  2.1. Reading strategies
      2.1.1. Previewing
      2.1.2. Skimming
      2.1.3. Scanning
      2.1.4. Predicting
      2.1.5. Identifying main idea and supporting details of a text
      2.1.6. Making inferences
      2.1.7. Identifying cause and effect
      2.1.8. Summarizing

COURSE CONTENT AND SCOPE (CONTINUED)

    2.2. Interpreting infographics
        2.2.1. Diagrams
        2.2.2. Graphs
        2.2.3. Tables
    2.3. Citing basic evidence from a text
3. Vocabulary Development and Word Analysis
    3.1. Context clues for meaning
    3.2. Root words, prefixes, and suffixes
    3.3. Parts of speech
    3.4. Syllables
    3.5. Synonyms and antonyms
    3.6. Simple phrasal verbs
4. Grammar and Usage
    4.1. Verbs
        4.1.1. Present Tenses
            4.1.1.1.   Simple present of verb to be
        4.1.2. Simple present of other verbs
            4.1.2.1.   Affirmative
            4.1.2.2.   Negative
        4.1.3. Present continuous
            4.1.3.1.   Expressing current action
        4.1.4. Simple past
        4.1.5. Simple future
            4.1.5.1.   Will
            4.1.5.2.   Be going to
        4.1.6. Imperatives
    4.2. Modals
        4.2.1. Advice
        4.2.2. Requests
        4.2.3. Necessity
    4.3. Adjectives
        4.3.1. Descriptive
        4.3.2. Possessive
    4.4. Adverbs
        4.4.1. Degree
        4.4.2. Frequency
    4.5. Nouns and pronouns
        4.5.1. Regular and plural nouns

COURSE CONTENT AND SCOPE (CONTINUED)

      4.5.2. Count and non-count nouns

      4.5.3. Subject and object pronouns

      4.5.4. Possessive nouns and pronouns

    4.6. Prepositions

      4.6.1. Time

      4.6.2. Place

    4.7. Sentence and question structures

      4.7.1. Subject/verb agreement

      4.7.2. Simple sentences

         4.7.2.1. Affirmative

         4.7.2.2. Negative

      4.7.3. Questions

         4.7.3.1. Yes/No questions

         4.7.3.2. *Wh*-questions

5. Written Workplace Communication

    5.1. Simple sentences based on a single topic or picture

    5.2. Writing skills

      5.2.1. Mechanics

         5.2.1.1. Capitalization

         5.2.1.2. Punctuation

         5.2.1.3. Spelling

    5.3. Professional correspondence

      5.3.1. Email messages

         5.3.1.1. Formal and informal language

         5.3.1.2. Basic rules of netiquette

      5.3.2. Simple forms

         5.3.2.1. Timesheet

    5.4. Note-taking

         5.4.1.1. Telephone messages

         5.4.1.2. Following oral instructions

         5.4.1.3. Group discussion

6. Digital Literacy Skills

    6.1. Basic computer skills

      6.1.1. Word processing

      6.1.2. Computer commands

      6.1.3. Using a mouse

    6.2. Finding and consuming digital content

      6.2.1. Toolbar and scrolling functions

COURSE CONTENT AND SCOPE (CONTINUED)

      6.2.2. Opening and closing applications

      6.2.3. Using keywords in a search engine and navigating results

    6.3. Netiquette

      6.3.1. Email

      6.3.2. Utilizing online tools to interact with others

    6.4. Internet security and privacy

      6.4.1. Password protection and management

7. Numeracy

    7.1. Graphs and charts

    7.2. Basic calculations

    7.3. Ordinal and cardinal numbers

    7.4. U.S. currency

8. Soft Skills

    8.1. Collaboration

    8.2. Leadership

    8.3. Critical thinking

    8.4. Professionalism

    8.5. Organizational skills

    8.6. Time management

9. Workplace etiquette and appropriate behavior

    9.1. Workplace rights and protections

      9.1.1. Workplace safety

        9.1.1.1. Appropriate use of tools and equipment

        9.1.1.2. Rules and regulations

        9.1.1.3. Reporting of hazards, accidents, and violations

      9.1.2. Scheduling

      9.1.3. Pay and benefits

10. Diversity in the workplace and community

    10.1. Awareness of customs, traditions, and values

    10.2. Understanding cultural differences

    10.3. Tolerance and cultural sensitivity

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Simplified workplace documents
2. Simplified workplace correspondence
3. Simplified schedules

APPROPRIATE READINGS (CONTINUED)

4. Website information
5. Simple charts, graphs, maps
6. Beginning-low level texts

WRITING ASSIGNMENTS

Appropriate writing assignments may include but are not limited to:

1. Email messages
2. Notes
3. Forms
4. Telephone messages

OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include but are not limited to:

1. Complete a work-related survey
2. Read a pay stub and answer questions
3. Locate and share workplace rules
4. Interpret infographics of workplace information
5. 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. Interpret simple tables, charts, and graphs
2. Identify a problem and determine a solution
3. Cite basic evidence that supports a decision
4. Evaluate progress in meeting course completion requirements

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
6. Textbook unit tests

EVALUATION (CONTINUED)

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. Interactive media presentations
6. Lecture/lab
7. Online: synchronous/asynchronous
8. Field trips
9. Technology-enhanced instruction
10. 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 (OER)

Interactive media and software

Authentic media, tools, and computer applications

Instructor-created material

PREPARED BY Monica Cueva, Corinne Layton   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