SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 426A

COURSE TITLE

BEG HIGH PREVOCATIONAL ESL 1

TYPE COURSE

NON-FEE ESL

CATALOG COURSE DESCRIPTION

This course focuses on the further 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-high level English skills needed to identify short and long-term goals, conduct basic research of the job market, and assist in obtaining job training and/or employment. (FT)

LECTURE/LABORATORY HOURS

135

ADVISORY

ESL Beg Low 2 or equivalent

RECOMMENDED SKILL LEVEL

Ability to:

- Understand short, simplified texts on familiar work-related topics
- Achieve reading score of 190 on a CASAS reading test or equivalent
- Use listening and speaking skills at a beginning-low level to comprehend and participate in basic conversations in routine situations
- Write simple sentences at a beginning-low level
- 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. Listening and speaking skills to participate in conversations, interviews, small group discussions and brief oral presentations
2. Reading skills to comprehend 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. Skills to begin basic exploration of job sectors and opportunities
6. Writing skills for completion of a paragraph and composing professional correspondence
7. Digital literacy, numeracy and soft skills for basic job search
8. Critical thinking skills for analyzing information to make informed decisions
9. Awareness and appreciation of diversity and cultural differences
10. Knowledge of cultural expectations during the job application process

COURSE OBJECTIVES

1. Demonstrate oral communication skills to inquire about and interview for a job and participate in conversations and small group discussions
2. Inquire about career requirements and training opportunities
3. Respond to interview questions about personal qualities, employment history, education, and availability

COURSE OBJECTIVES (CONTINUED)

4. Demonstrate comprehension of simplified workplace texts and professional correspondence on familiar topics
5. Interpret and respond to job ads in print and online
6. Apply test-taking strategies to transition to higher levels of ESL instruction and/or job training and employment
7. Apply word analysis strategies to interpret level-appropriate English vocabulary, simple idioms, and phrasal verbs
8. Demonstrate proficiency of level-appropriate English grammar in workplace and other oral and written communication
9. Write a simple paragraph using a topic sentence and supporting details
10. Compose an email and complete an online or hard-copy job application, simple resume and cover letter
11. Identify job sectors, job titles and places of employment
12. Identify responsibilities, requirements and wages
13. Interpret basic labor market data that uses simple charts and graphs
14. Demonstrate note-taking skills using a template or graphic organizer
15. Cite simple evidence about the U.S. job market
16. Apply digital literacy skills to conduct basic research, read job ads online, complete online applications and learn English
17. Apply numeracy skills for basic job search
18. Demonstrate soft skills necessary for a successful job search
19. Develop short-term and long-term goals and a basic action plan
20. Deliver a short group oral presentation on research about a career goal
21. Apply critical thinking skills in processing information and making decisions
22. Demonstrate cross-cultural competence and sensitivity to interact effectively in a diverse workplace environment
23. 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. Requesting and reporting information
      1.1.2. Asking and responding to questions
      1.1.3. Asking for and giving clarification
      1.1.4. Expressing preferences

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.1.5. Giving and following instructions and directions
- 1.1.6. Making requests
- 1.1.7. Asking for permission
- 1.1.8. Expressing thanks
- 1.1.9. Expressing likes, dislikes, and preferences

1.2. Small talk
- 1.2.1. Greetings and introductions
- 1.2.2. Appropriate topics
- 1.2.3. Expressing thanks
- 1.2.4. 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. Active listening
- 2.1.3. Asking follow-up questions
- 2.1.4. Assuming roles and responsibilities

2.2. Group decision-making
- 2.2.1 Brainstorming and discussing ideas
- 2.2.2 Problem-solving
- 2.2.3 Agreeing and disagreeing

3. Reading and Test-Taking Skills

3.1. Reading strategies
- 3.1.1. Previewing
- 3.1.2. Skimming
- 3.1.3. Scanning
- 3.1.4. Predicting
- 3.1.5. Identifying main idea and supporting details of a text
- 3.1.6. Making inferences
- 3.1.7. Differentiating facts from opinions
- 3.1.8. Identifying cause and effect
- 3.1.9. Summarizing

3.2. Interpreting infographics
- 3.2.1. Diagrams
- 3.2.2. Graphs
- 3.2.3. Tables

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.3. Increasing reading speed with timed reading
- 3.4. Citing basic evidence

4. Vocabulary Development and Word Analysis
    - 4.1. Context clues for meaning
    - 4.2. Root words, prefixes, and suffixes
    - 4.3. Parts of speech
    - 4.4. Synonyms and antonyms
    - 4.5. Common phrasal verbs
5. Grammar and Usage
    - 5.1. Present Tenses
    - 5.2. Simple present
    - 5.3. Present continuous
        - 5.3.1. Imperatives
        - 5.3.2. Past tenses
            - 5.3.2.1. Simple past
                - 5.3.2.1.1. Regular verbs
                - 5.3.2.1.2. Irregular verbs
            - 5.3.2.2. Past continuous
    - 5.4. Future tense
            - 5.4.1.1. Future with will
    - 5.5. Modals
        - 5.5.1. Ability
        - 5.5.2. Obligation
        - 5.5.3. Necessity
        - 5.5.4. Requests
        - 5.5.5. Permission
        - 5.5.6. Advice
    - 5.6. Adjectives
        - 5.6.1. Comparative
        - 5.6.2. Superlative
    - 5.7. Adverbs
        - 5.7.1. Frequency
        - 5.7.2. Time
        - 5.7.3. Manner
        - 5.7.4. Degree
    - 5.8. Prepositions
        - 5.8.1. Time
        - 5.8.2. Place

COURSE CONTENT AND SCOPE (CONTINUED)

- 5.9. Nouns and pronouns
  - 5.9.1. Count and non-count nouns
  - 5.9.2. Possessive nouns and pronouns
  - 5.9.3. Subject and object nouns and pronouns
  - 5.9.4. Quantifiers with plural and non-count nouns
- 5.10. Sentence and question structures
  - 5.10.1. Subject and verb agreement
  - 5.10.2. Simple and compound sentences
  - 5.10.3. Questions
    - 5.10.3.1. Yes/No questions
    - 5.10.3.2. *Wh*-questions
    - 5.10.3.3. Simple present tense tag questions

6. Career Exploration and Job Search
   - 6.1. Self-assessment
     - 6.1.1. Job skills
     - 6.1.2. Personal qualities and interests
   - 6.2. Researching careers
     - 6.2.1. Interpreting basic labor market information
       - 6.2.1.1. Job sectors
       - 6.2.1.2. Job outlook
       - 6.2.1.3. Job responsibilities
       - 6.2.1.4. Job requirements
     - 6.2.2. Asking for information about careers on the phone or in person
   - 6.3. Researching local job openings
     - 6.3.1. Interpreting job postings
       - 6.3.1.1. Wages and benefits
       - 6.3.1.2. Requirements
       - 6.3.1.3. Responsibilities
     - 6.3.2. Responding to job postings
       - 6.3.2.1. Sending an email
       - 6.3.2.2. Inquiring by phone and leaving a phone message
     - 6.3.3. Reading and responding to help wanted ads and signs
       - 6.3.3.1. Identifying job requirements
       - 6.3.3.2. Responding to job ads
       - 6.3.3.3. Comparing relationship of education and earnings
   - 6.4. Goal setting
     - 6.4.1. Matching personal qualities, skills, interests to career goals
     - 6.4.2. Describing short and long-term goals

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.4.3. Identifying pathways to goals
- 6.4.4. Identifying career training programs at SDCE
  - 6.4.4.1. Information in a schedule
  - 6.4.4.2. Continuing education certificate programs

7. Written Workplace Communication
   - 7.1. Employment applications
     - 7.1.1. Print
     - 7.1.2. Online
   - 7.2. Simple professional correspondence
     - 7.2.1. Simple cover letter
     - 7.2.2. Basic resume
     - 7.2.3. Email
       - 7.2.3.1. Inquiring about a job
       - 7.2.3.2. Responding to a job posting
   - 7.3. Formal and informal language
   - 7.4. Mechanics
     - 7.4.1.1. Capitalization
     - 7.4.1.2. Punctuation
     - 7.4.1.3. Spelling
   - 7.5. Writing strategies
     - 7.5.1. Writing process
       - 7.5.1.1. Brainstorming
       - 7.5.1.2. Drafting
       - 7.5.1.3. Editing and revising
       - 7.5.1.4. Peer and self-evaluation
   - 7.6. Note-taking
     - 7.6.1. Job search
     - 7.6.2. Small group discussion
8. Interviewing Skills
   - 8.1. Personal qualities and skills
   - 8.2. Work and volunteer experience
   - 8.3. Educational background and training
   - 8.4. Etiquette and non-verbal communication
     - 8.4.1. Customary greetings
     - 8.4.2. Handshaking
     - 8.4.3. Body language and gestures
     - 8.4.4. Eye contact
     - 8.4.5. Attire

COURSE CONTENT AND SCOPE (CONTINUED)

- 8.5. Appropriate questions
- 9. Oral Presentation Skills
  - 9.1. Short oral presentation in a group based on job search
    - 9.1.1. Job outlook
    - 9.1.2. Job responsibilities
    - 9.1.3. Job requirements
  - 9.2. Presenting data in a graphic organizer
  - 9.3. Organization
    - 9.3.1. Introduction
    - 9.3.2. Supporting details
    - 9.3.3. Conclusion
  - 9.4. Delivery
    - 9.4.1. Verbal
      - 9.4.1.1. Pronunciation and comprehensibility
        - 9.4.1.1.1. Volume
        - 9.4.1.1.2. Pacing
        - 9.4.1.1.3. Syllable and word stress
        - 9.4.1.1.4. Intonation
    - 9.4.2. Non-verbal
      - 9.4.2.1. Eye contact
      - 9.4.2.2. Body language and gestures
    - 9.4.3. Using auditory and visual supports
- 10. Digital Literacy Skills
  - 10.1. Researching basic information online
  - 10.2. Finding directions online
  - 10.3. Using simple presentation tools
  - 10.4. Uploading and downloading a document
    - 10.4.1. Netiquette
    - 10.4.2. Emails
  - 10.5. Online discussion
    - 10.5.1. Utilizing online tools to collaborate and interact with others
    - 10.5.2. Writing and responding to posts
  - 10.6. Internet security and privacy
    - 10.6.1. Password protection and management
- 11. Numeracy
  - 11.1. Ordinal and cardinal numbers
  - 11.2. Basic calculations
  - 11.3. U.S. currency

COURSE CONTENT AND SCOPE (CONTINUED)

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. Diversity in the workplace
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. High-beginning level texts
2. Simplified work manuals and correspondence
3. Simplified news articles
4. Course schedules
5. Website information
6. Charts, graphs, maps

WRITING ASSIGNMENTS

Appropriate writing assignments may include but are not limited to:

1. Paragraph with topic sentence
2. Paper and online job applications
3. Email messages
4. Digital media presentations
5. Reports
6. Résumés and cover letters

OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include but are not limited to:

1. Interview someone about their job and write a paragraph about the job
2. Locate and compare authentic job applications
3. Attend a job fair and collect information; report back to classmates
4. Record a simulated job interview
5. Set up voicemail greeting message

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. Interpret data from simple tables, charts, and graphs to inform decisions
3. Summarize the main points of reading passages
4. Differentiate fact from opinion in oral and written materials
5. Cite 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
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. Digital media presentations
6. Lecture/lab
7. Online: synchronous/asynchronous
8. Field trips
9. Technology-based instruction
10. Task-based instruction

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

TEXTS AND SUPPLIES

Future 2, Beatriz B. Diaz, Ronna Magy, Federico Salas-Isnardi, Pearson, current edition
Project Success 2, Susan Gaer , Sarah Lynn, Pearson, current edition
Road to Work: Choosing a Job Path, Ronna Magy, Cambridge, current edition
Road to Work: Applying and Interviewing, Ronna Magy, Cambridge, 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 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