SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 426B

COURSE TITLE

BEG HIGH PREVOCATIONAL ESL 2

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 communication in the workplace. Critical thinking, numeracy, soft skills, digital literacy, and diversity awareness are integrated throughout the course. Students will demonstrate acquisition of the beginning-high 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 Low 2 or equivalent

RECOMMENDED SKILL LEVEL

Ability to:
- Understand short, simplified texts on familiar work-related topics
- Achieve reading score of 190 or higher 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 workplace and other conversations, group discussions, and brief oral presentations
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 completion of a paragraph 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 workplace communication in formal and informal situations
2. Participate collaboratively in short conversations and discussions
3. Deliver a short group oral presentation on a workplace topic
4. Demonstrate comprehension of simplified workplace texts and professional correspondence on familiar topics
5. Cite evidence from a reading passage
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

COURSE OBJECTIVES (CONTINUED)

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 simple professional communications and complete basic forms and reports
11. Demonstrate note-taking skills using a template or graphic organizer
12. Apply digital literacy skills to find information, interact and collaborate with others, and learn English
13. Apply numeracy skills for basic computation in workplace and other situations
14. Demonstrate soft skills that promote success in the workplace
15. Apply critical thinking skills for problem solving or decision-making activities
16. Demonstrate cross-cultural competence and knowledge of workplace customs and etiquette to interact in a diverse environment
17. 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.   Reporting a problem
            1.1.1.6.   Asking for and giving advice
            1.1.1.7.   Making requests
            1.1.1.8.   Asking for permission
            1.1.1.9.   Agreeing and disagreeing
        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
            1.1.3.2.   Informal situations
    1.2. Group discussion
        1.2.1. Group participation skills

COURSE CONTENT AND SCOPE (CONTINUED)

       1.2.1.1.   Turn-taking
       1.2.1.2.   Interrupting politely
       1.2.1.3.   Assuming roles and responsibilities
    1.2.2. Group decision-making
       1.2.2.1.   Brainstorming and discussing ideas
       1.2.2.2.   Agreeing and disagreeing
       1.2.2.3.   Problem-solving
    1.2.3. Active Listening
       1.2.3.1.   Asking follow-up questions
  1.3. Oral presentation skills
    1.3.1. Short oral presentation in a group on a workplace topic
    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 and comprehensibility
           1.3.3.1.2.   Volume
           1.3.3.1.3.   Pacing
           1.3.3.1.4.   Word and syllable stress
           1.3.3.1.5.   Intonation
    1.3.4. Non-verbal
       1.3.4.1.   Eye contact
       1.3.4.2.   Body language and gestures
       1.3.4.3.   Posture
    1.3.5. Using digital supports
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. Differentiating facts from opinions
    2.1.8. Identifying cause and effect
    2.1.9. Summarizing
  2.2. Interpreting infographics

COURSE CONTENT AND SCOPE (CONTINUED)

      2.2.1. Diagrams
      2.2.2. Graphs
      2.2.3. Tables
   2.3. Increasing reading speed with timed reading
   2.4. Citing basic evidence
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. Synonyms and antonyms
   3.5. Common phrasal verbs
4. Grammar and Usage
   4.1. Verbs
      4.1.1. Present Tenses
         4.1.1.1. Simple present
         4.1.1.2. Present continuous
      4.1.2. Simple past
         4.1.2.1. Regular verbs
         4.1.2.2. Irregular verbs
      4.1.3. Past continuous
   4.2. Future Tense
      4.2.1. Future with will
      4.2.2. Future with going to
   4.3. Imperatives
   4.4. Modals
      4.4.1. Ability
      4.4.2. Advice
      4.4.3. Necessity
      4.4.4. Requests
      4.4.5. Permission
   4.5. Adjectives
      4.5.1. Comparative
      4.5.2. Superlative
   4.6. Adverbs
      4.6.1. Frequency
      4.6.2. Time
      4.6.3. Manner
      4.6.4. Degree

COURSE CONTENT AND SCOPE (CONTINUED)

- 4.7. Prepositions
    - 4.7.1. Time
    - 4.7.2. Place
- 4.8. Nouns and pronouns
    - 4.8.1. Count and non-count nouns
    - 4.8.2. Possessive nouns and pronouns
    - 4.8.3. Subject and object nouns and pronouns
- 4.9. Sentence and question structures
    - 4.9.1. Subject and verb agreement
    - 4.9.2. Simple and compound sentences
        - 4.9.2.1. Affirmative
        - 4.9.2.2. Negative
    - 4.9.3. Questions
        - 4.9.3.1. Yes/No questions
        - 4.9.3.2. *Wh*-questions
        - 4.9.3.3. Simple present tense tag questions
5. Written Workplace Communication
    - 5.1. Writing strategies
        - 5.1.1. Writing process
            - 5.1.1.1. Brainstorming
            - 5.1.1.2. Drafting
            - 5.1.1.3. Editing and revising
            - 5.1.1.4. Peer and self-evaluation
    - 5.2. Writing skills
        - 5.2.1. Mechanics
            - 5.2.1.1. Capitalization
            - 5.2.1.2. Punctuation
            - 5.2.1.3. Spelling
        - 5.2.2. Main ideas and details
        - 5.2.3. Formal and informal language
    - 5.3. Professional correspondence
        - 5.3.1. Email messages
        - 5.3.2. Reports
            - 5.3.2.1. Summary
            - 5.3.2.2. Accident
            - 5.3.2.3. Performance evaluation
        - 5.3.3. Note-taking
            - 5.3.3.1. Phone messages
            - 5.3.3.2. Oral instructions

COURSE CONTENT AND SCOPE (CONTINUED)

        5.3.3.3.   Group discussions
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
      6.1.4. Uploading and downloading a document
   6.2. Finding and consuming digital content
      6.2.1. Toolbar and scrolling functions
      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. Online discussion
          6.3.2.1.   Utilizing online tools to interact with others
          6.3.2.2.   Writing and responding to posts
   6.4. Using a simple online presentation tool
   6.5. Internet security and privacy
      6.5.1. Password protection and management
7. Numeracy
   7.1 Basic computation in workplace situations
   7.2 Interpreting paychecks
      7.2.1 Wages
      7.2.2 Benefits
      7.2.3 Deductions
   7.3 Graphs and charts
      7.3.1 Interpreting numbers and percentages
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.   Use of tools and equipment

COURSE CONTENT AND SCOPE (CONTINUED)

        9.1.1.2.   Rules and regulations
        9.1.1.3.   Reporting hazards and accidents
    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. Beginning-high level texts
2. Simplified workplace documents and correspondence
3. Simplified news articles
4. Work 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. Email messages
3. Digital media presentations
4. Instructions
5. Reports
6. Telephone messages
7. Discussion board participation

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. Administer a survey regarding a workplace topic and report the information to the class
3. Use an infographic to report survey results
4. Read and compare pay stubs

OUTSIDE ASSIGNMENTS (CONTINUED)

5. Locate and bring in workplace rules, procedures and schedules to discuss in class

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

1. Interpret data from simple tables, charts, and graphs to inform decisions
2. Differentiate fact from opinion in oral and written materials
3. Compare and contrast two pay stubs
4. Identify a problem and utilize problem-solving strategies to determine a solution
5. Cite evidence that supports main ideas

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

METHOD OF INSTRUCTION (CONTINUED)

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 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: Succeeding on the Job, Ronna Magy, New Readers Press, 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