SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 427A

COURSE TITLE

INT LOW 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 career planning and seeking employment. Critical thinking, digital literacy, soft skills, basic data interpretation, and diversity awareness are integrated throughout the course. Students will demonstrate acquisition of the intermediate-low level English skills needed to identify short and long-term goals, research the job market, and succeed in obtaining employment. (FT)

LECTURE/LABORATORY HOURS

   135

ADVISORY

ESL Beg High 3 or equivalent

RECOMMENDED SKILL LEVEL

Ability to:

- Use listening and speaking skills at a beginning-high level to follow simple oral directions and participate in basic conversations in routine situations
- Understand short reading passages on familiar topics and scan simplified documents for specific information
- Achieve reading score of 200 on a CASAS reading test or equivalent

RECOMMENDED SKILL LEVEL (CONTINUED)

- Form a simple paragraph or note based on personal experiences or familiar themes
- 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 conversations, discussions, and brief oral presentations
2. Reading skills to comprehend level-appropriate content and develop fluency
3. Knowledge of vocabulary development and word analysis strategies
4. Knowledge of level-appropriate English grammar and usage
5. Writing skills for composing professional correspondence
6. Digital literacy, numeracy, and soft skills to continue exploration of career opportunities
7. Critical thinking skills for analyzing information to make informed decision
8. Knowledge of U.S. workplace customs and culture
9. Awareness and appreciation of diversity and cultural differences
10. Test-taking skills needed to transition to career training, employment, or the next level of instruction

COURSE OBJECTIVES

1. Demonstrate oral communication skills to participate in conversations and small group discussions and inquire about and interview for a job

COURSE OBJECTIVES (CONTINUED)

2. Inquire about career requirements and training opportunities
3. Deliver a 2-3 minute oral presentation on research about a career goal
4. Read and interpret information from print and digital sources
5. Determine the meaning of general academic and domain-specific words and phrases in a text
6. Demonstrate proficiency of level-appropriate English grammar in professional communication both orally and in writing
7. Use the writing process to compose a paragraph with a topic sentence
8. Demonstrate note-taking skills using a template or graphic organizer
9. Interpret labor market data that uses simple charts and graphs
10. Create job application documents, including basic résumés and cover letters and professional emails
11. Conduct research to begin exploration of career opportunities
12. Develop short-term and long-term goals and a simple action plan
13. Demonstrate critical thinking skills in processing information and making decisions.
14. Demonstrate soft skills necessary for a successful job search
15. Apply digital literacy and numeracy skills for simple research, online job applications and brief presentations
16. Demonstrate cross-cultural awareness and sensitivity to interact effectively in a diverse workplace environment
17. Demonstrate understanding of cultural expectations in applying, and interviewing for a job
18. Apply test-taking strategies for standardized testing for transition to career training, employment, or the next level of instruction

SECTION II

COURSE CONTENT AND SCOPE

1. Conversation
    1.1. Language functions
        1.1.1. Asking/answering questions
        1.1.2. Asking for and giving clarification
        1.1.3. Giving and following instructions/directions
        1.1.4. Making requests
        1.1.5. Reporting information
        1.1.6. Expressing preferences
        1.1.7. Agreeing and disagreeing
        1.1.8. Asking for and giving advice

COURSE CONTENT AND SCOPE (CONTINUED)

    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. Assuming roles
        2.1.2. Turn-taking
        2.1.3. Active listening
        2.1.4. Asking follow-up questions
    2.2. Group decision-making
        2.2.1. Brainstorming and discussing ideas
        2.2.2. Evaluating options and problem-solving
        2.2.3. Agreeing/disagreeing
3. Interviewing skills
    3.1. Describing work/volunteer experience
    3.2. Describing educational background and training
    3.3. Describing personal qualities and skills
    3.4. Describing strengths and weaknesses
    3.5. Using appropriate etiquette and non-verbal communication
        3.5.1. Customary greetings
        3.5.2. Attire
        3.5.3. Posture
        3.5.4. Gestures
        3.5.5. Eye contact
        3.5.6. Handshaking
    3.6. Asking appropriate questions
4. Oral presentation skills
    4.1. Two-to-three minute presentation based on research
        4.1.1. Job outlook
        4.1.2. Job responsibilities
        4.1.3. Job requirements
    4.2. Organization
        4.2.1. Introduction

COURSE CONTENT AND SCOPE (CONTINUED)

        4.2.2.
        4.2.3. Details
        4.2.4. Conclusion
    4.3. Presenting data in a graphic organizer
        4.3.1. Citing sources
        4.3.2. Basic rules about plagiarism
    4.4. Delivery
        4.4.1. Verbal
            4.4.1.1. Pronunciation
                4.4.1.1.1. Volume
                4.4.1.1.2. Pacing
                4.4.1.1.3. Intonation
        4.4.2. Non-verbal
            4.4.2.1. Eye contact
            4.4.2.2. Body language/gestures
            4.4.2.3. Posture
        4.4.3. Effective use of digital supports
        4.4.4. Responding to audience questions
5. Reading Skills
    5.1. Reading strategies
        5.1.1. Previewing
        5.1.2. Skimming
        5.1.3. Scanning
        5.1.4. Predicting
        5.1.5. Making inferences
        5.1.6. Identifying cause and effect
        5.1.7. Identifying fact versus opinion
    5.2. Increasing reading speed with timed reading
    5.3. Identifying main idea and supporting details
    5.4. Locating information in a course catalogue
    5.5. Citing evidence from a text
    5.6. Interpreting data from simple tables, charts and graphs
    5.7. Test-Taking Skills
        5.7.1. Timed reading practice
        5.7.2. Multiple choice strategies
        5.7.3. Reading for details
        5.7.4. Managing time

COURSE CONTENT AND SCOPE (CONTINUED)

6. Vocabulary Development and Word Analysis
   6.1. Context clues for meaning
   6.2. Root words, prefixes, suffixes
   6.3. General academic and domain-specific words
   6.4. Parts of speech
   6.5. Common phrasal verbs and idioms
   6.6. Word families or collocations
   6.7. Synonyms/antonyms
   6.8. Print and online reference tools
7. Grammar and Usage
   7.1. Verbs
       7.1.1. Simple present and present continuous
       7.1.2. Past tense
           7.1.2.1. Simple past
           7.1.2.2. Habitual past
           7.1.2.3. Past continuous
       7.1.3. Present perfect
       7.1.4. Present perfect continuous
       7.1.5. Simple future
           7.1.5.1. Will
           7.1.5.2. Be going to
       7.1.6. Real conditional
           7.1.6.1. Present
           7.1.6.2. Future
       7.1.7. Phrasal verbs
   7.2. Modals
       7.2.1. Obligation
       7.2.2. Necessity
       7.2.3. Requests
       7.2.4. Permission
       7.2.5. Prohibition
           7.2.5.1. Advice
   7.3. Gerunds
   7.4. Infinitives
   7.5. Adjectives
       7.5.1. Comparative
       7.5.2. Superlative
   7.6. Adverbs

COURSE CONTENT AND SCOPE (CONTINUED)

      7.6.1. Degree
      7.6.2. Frequency
      7.6.3. Manner
      7.6.4. Time
    7.7. Nouns and pronouns
      7.7.1. Possessive pronouns
      7.7.2. Direct and indirect objects
    7.8. Sentence Structure
      7.8.1. Subject/verb agreement
      7.8.2. Simple and compound sentences
         7.8.2.1.   Affirmative
         7.8.2.2.   Negative
      7.8.3. Clauses
         7.8.3.1.   Adjective clauses
         7.8.3.2.   Adverb time clauses
    7.9. Questions
      7.9.1. Yes/No questions
      7.9.2. *Wh*-questions
      7.9.3. Embedded questions
      7.9.4. Simple present tag questions
    7.10.   Reported speech
      7.10.1.   Simple present
      7.10.2.   Simple past
8. Written Workplace Communication
    8.1. Writing process
      8.1.1. Brainstorming
      8.1.2. Drafting
      8.1.3. Editing and revising
      8.1.4. Peer and self-evaluation
    8.2. Writing mechanics
      8.2.1. Capitalization
      8.2.2. Punctuation
      8.2.3. Spelling
    8.3. Paragraph writing
      8.3.1. Topic sentence
      8.3.2. Main idea and supporting details
    8.4. Job applications
      8.4.1. Print

COURSE CONTENT AND SCOPE (CONTINUED)

      8.4.2. Online
- 8.5. Résumés
  - 8.5.1. Chronological
  - 8.5.2. Functional
- 8.6. Professional correspondence
  - 8.6.1. Cover letters
  - 8.6.2. Emails
  - 8.6.3. Phone messages
  - 8.6.4. Formal and informal language
- 8.7. Note-taking skills
  - 8.7.1. Job search
  - 8.7.2. Small group discussions
9. Career Exploration/Job Search
  - 9.1. Self-assessment
    - 9.1.1. Job skills
    - 9.1.2. Personal qualities and interests
    - 9.1.3. Strengths and weaknesses
  - 9.2. Researching careers and career requirements
    - 9.2.1. Interpreting labor market information
      - 9.2.1.1. Occupations in job sectors
      - 9.2.1.2. Job outlook
      - 9.2.1.3. Job responsibilities
      - 9.2.1.4. Job requirements
    - 9.2.2. Inquiring about a job
      - 9.2.2.1. On phone
      - 9.2.2.2. In person
      - 9.2.2.3. On-line
    - 9.2.3. Utilizing career counseling services
    - 9.2.4. Comparing careers and career requirements
  - 9.3. Researching local job openings
    - 9.3.1. Identifying and comparing local job openings
    - 9.3.2. Wages and benefits
    - 9.3.3. Basic relationship of education and earnings
    - 9.3.4. Requirements
    - 9.3.5. Responsibilities
  - 9.4. Goal setting
    - 9.4.1. Matching personal qualities, skills, and strengths to career goals
    - 9.4.2. Describing short-term and long-term goals

COURSE CONTENT AND SCOPE (CONTINUED)

      9.4.3. Identifying pathways to goals
          9.4.3.1. Identifying career training programs
          9.4.3.2. Career education through non-credit

10. Digital Literacy
    10.1. Finding and consuming digital content
      10.1.1. Toolbar and scrolling functions
      10.1.2. Opening and closing applications
      10.1.3. Using keywords in a search engine and navigating results
          10.1.3.1. Researching information online
          10.1.3.2. Finding directions online
    10.2. Using presentation tools
    10.3. Netiquette
      10.3.1. Utilizing online formats/tools to interact and collaborate with others
      10.3.2. Communicating with emails
      10.3.3. Using social media to network or share information
    10.4. Internet security and privacy
      10.4.1. Password protection and management

11. Numeracy
    11.1. Basic computation in workplace situations
    11.2. Data interpretation
      11.2.1. Graphs and charts
    11.3. Interpreting numbers and percentages

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. U.S. workplace customs and culture\
    13.1. Workplace etiquette and appropriate behavior
      13.1.1. Appropriate attire
      13.1.2. Punctuality
      13.1.3. Deadlines
    13.2. Relationship with co-workers, management, and customers
    13.3. Workers' rights and protections
      13.3.1. Scheduling
      13.3.2. Pay and benefits
      13.3.3. Confidentiality

COURSE CONTENT AND SCOPE (CONTINUED)

13.4.   Diversity in the workplace
  13.4.1.   Awareness of customs, traditions, and values
  13.4.2.   Tolerance and cultural sensitivity
  13.4.3.   Understanding cultural expectations in applying and interviewing for a job
    13.4.3.1. Customary greetings
    13.4.3.2. Handshaking
    13.4.3.3. Body language and gestures
    13.4.3.4. Eye contact
    13.4.3.5. Appropriate interview attire

APPROPRIATE READINGS

Appropriate readings may include but are not limited to:

1. Intermediate-low level texts
2. Simplified workplace documents and correspondence
3. Course catalogues
4. News articles
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. Print and online job applications
3. Simple resume
4. Cover letter
5. Biographical statement
6. Email messages
7. Telephone messages
8. Notes
9. Interactive media presentations
10. Simple reports

OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include but are not limited to:

1. Interview someone about their job and report information in a paragraph
2. Locate and compare authentic job applications in print and online
3. Attend a job fair and collect information, report findings back to the class
4. Record a simulated job interview
5. Consult a counselor about educational opportunities and career pathways
6. Locate career goal information in a school catalogue

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 tables, charts, and graphs to inform decisions
3. Compare and contrast two job postings or resumes
4. Summarize the main points of reading passages
5. Differentiate fact from opinion in oral and written materials
6. Cite evidence that supports setting goals

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. Interactive 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 3, Beatriz B. Diaz, Ronna Magy, Federico Salas-Isnardi, Pearson, current edition
Project Success 3, 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:
Career and technical education texts
Open Educational Resources (OER)
Interactive media and software
Authentic media, tools, and computer applications
Instructor-created material

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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