SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 427B

COURSE TITLE

INT LOW 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 intermediate-low level English skills needed to participate in workplace conversations and group discussions, compose professional correspondence, and interact appropriately in diverse workplace environments. (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 a reading score of 200 or higher 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 for the workplace
7. Critical thinking skills for analyzing information and 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
10. Test-taking strategies needed to transition to job training, employment, or the next level of instruction

COURSE OBJECTIVES

1. Demonstrate oral communication skills to participate in conversations and small group discussions
2. Deliver a 2-3 minute oral presentation on a workplace topic
3. Read and interpret information from print and digital sources

COURSE OBJECTIVES (CONTINUED)

4. Cite evidence from a text
5. Demonstrate understanding of common idioms, phrasal verbs, and word relationships
6. Demonstrate proficiency of level-appropriate English grammar in professional oral and written workplace communication
7. Compose professional communications and complete simple forms and reports
8. Use the writing process to compose a paragraph with a topic sentence
9. Demonstrate note-taking skills using a template or graphic organizer
10. Apply digital literacy skills to find information, interact and collaborate with others, learn English, or produce content
11. Apply soft skills that promote success in the workplace
12. Apply workplace numeracy skills to interpret and work with data
13. Demonstrate critical thinking skills for problem solving or decision-making activities
14. Demonstrate cross-cultural competence and knowledge of workplace etiquette to interact in a diverse environment
15. Demonstrate knowledge of workplace rules and rights for employee protection
16. Apply test-taking skills to prepare for transition to job training, employment, or the next level of instruction

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/directions
         1.1.1.4. Making complaints
         1.1.1.5. Asking for and giving advice
         1.1.1.6. Making requests
         1.1.1.7. Asking for permission
         1.1.1.8. Agreeing and disagreeing
         1.1.1.9. Reporting information
      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

COURSE CONTENT AND SCOPE (CONTINUED)

 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
   1.2.1.1. Turn-taking
   1.2.1.2. Interrupting politely
   1.2.1.3. Assuming roles
 1.2.2. Group decision-making
   1.2.2.1. Brainstorming and discussing ideas
   1.2.2.2. Evaluating options
   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. Two-to three-minute presentation on a workplace topic
 1.3.2. Using digital supports
   1.3.2.1. Citing sources
   1.3.2.2. Basic rules about plagiarism
 1.3.3. Organization
   1.3.3.1. Introduction
   1.3.3.2. Details
   1.3.3.3. Conclusion
 1.3.4. Delivery
   1.3.4.1. Verbal
   1.3.4.1.1. Pronunciation
    1.3.4.1.1.1. Comprehensibility
    1.3.4.1.1.2. Volume
    1.3.4.1.1.3. Pacing
    1.3.4.1.1.4. Intonation
   1.3.4.2. Non-verbal
   1.3.4.2.1. Eye contact
   1.3.4.2.2. Body language/gestures
   1.3.4.2.3. Effective use of auditory and visual supports
 1.3.5. Responding to audience questions
2. Reading Skills
 2.1. Reading strategies
 2.1.1. Previewing

COURSE CONTENT AND SCOPE (CONTINUED)

      2.1.2. Skimming
      2.1.3. Scanning
      2.1.4. Predicting
      2.1.5. Summarizing
      2.1.6. Making inferences
      2.1.7. Making comparisons
      2.1.8. Differentiating facts from opinions
      2.1.9. Identifying cause and effect
      2.1.10.   Identifying main idea and supporting details
   2.2. Interpreting charts and graphs
   2.3. Citing evidence from a text
   2.4. Test-taking skills
      2.4.1. Timed reading practice
      2.4.2. Multiple choice strategies
      2.4.3. Reading for details
      2.4.4. Managing time
3. Vocabulary Development and Word Analysis
   3.1. Context clues for meaning
   3.2. General academic and domain-specific words
   3.3. Parts of speech
   3.4. Prefixes, suffixes, and roots
   3.5. Synonyms and antonyms
   3.6. Common phrasal verbs and idioms
   3.7. Word families or collocations
   3.8. Print and online reference tools
4. Grammar and Usage
   4.1. Verbs
      4.1.1. Simple present and present continuous
      4.1.2. Past tense
         4.1.2.1.   Simple past
         4.1.2.2.   Habitual past
         4.1.2.3.   Past continuous
      4.1.3. Present perfect
      4.1.4. Present perfect continuous
      4.1.5. Simple future
         4.1.5.1.   Will
         4.1.5.2.   Be going to
      4.1.6. Real conditional

COURSE CONTENT AND SCOPE (CONTINUED)

             4.1.6.1.   Present
             4.1.6.2.   Future
        4.1.7   Phrasal verbs

4.2. Modals
    4.2.1. Ability
    4.2.2. Advice
    4.2.3. Request
    4.2.4. Permission
    4.2.5. Necessity

4.3. Infinitives

4.4. Gerunds

4.5. Adjectives
    4.5.1. Comparatives
    4.5.2. Superlatives

4.6. Adverbs
    4.6.1. Degree
    4.6.2. Frequency
    4.6.3. Manner
    4.6.4. Time

4.7. Nouns and pronouns
    4.7.1. Possessive pronouns
    4.7.2. Direct and indirect objects

4.8. Sentence structure
    4.8.1. Subject/verb agreement
    4.8.2. Simple and compound sentences
             4.8.2.1.   Affirmative
             4.8.2.2.   Negative
    4.8.3. Clauses
        5.8.3.1 Adjective clauses
        5.8.3.2 Adverb time clauses
    4.8.4. Questions
             4.8.4.1.   Yes/No questions
             4.8.4.2.   *Wh*-questions
             4.8.4.3.   Tag questions using the simple present

4.9. Reported speech
        5.9.1 Simple present
        5.9.2 Simple past

COURSE CONTENT AND SCOPE (CONTINUED)

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. Paragraph writing
            5.2.2.1.   Topic sentence
            5.2.2.2.   Main idea and supporting details
        5.2.3. Formal and informal language
    5.3. Professional correspondence
        5.3.1. Email
        5.3.2. Reports
            5.3.2.1.   Summary
            5.3.2.2.   Shift
            5.3.2.3.   Accident
            5.3.2.4.   Performance evaluation
    5.4. Note-taking skills
        5.4.1. Oral instructions from a supervisor or co-worker
        5.4.2. Phone messages
        5.4.3. Small 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 files
    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 Using presentation tools

COURSE CONTENT AND SCOPE (CONTINUED)

    6.4 Netiquette
        6.4.1 Email
        6.4.2 Online discussion
            6.4.2.1   Utilizing online formats and tools to collaborate and interact with others
            6.4.2.2   Writing and responding to posts
        6.4.3 Formal and informal language
    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.   U.S. workplace customs and culture
    9.1. Workplace etiquette and appropriate behavior
        9.1.1. Appropriate attire
        9.1.2. Relationship with co-workers, management, and customers
        9.1.3. Punctuality
        9.1.4. Deadlines
        9.1.5. Accountability
    9.2. Workers' rights and protections
        9.2.1. Workplace safety
            9.2.1.1.   Use of tools and equipment
            9.2.1.2.   Rules and regulations
            9.2.1.3.   Reporting hazards and accidents
        9.2.2. Scheduling
        9.2.3. Pay and benefits

COURSE CONTENT AND SCOPE (CONTINUED)

      9.2.4. Confidentiality
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. Intermediate-low level texts
2. Simplified workplace documents and correspondence
3. News articles
4. Website information
5. Charts, graphs, maps

WRITING ASSIGNMENTS

Appropriate writing assignments may include but are not limited to:

1. Paragraph with topic sentence
2. Email messages
3. Notes
4. Interactive media presentations
5. Instructions
6. Reports
7. Telephone messages
8. Discussion board posts

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. Develop and administer a survey on a workplace topic
3. Use an infographic to report survey results
4. Read and compare paycheck statements
5. Job shadow a worker and report observation to the class
6. Locate authentic workplace rules, procedures and schedules to discuss in class
7. Consult a counselor about educational opportunities and career pathways

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

1. Interpret data from tables, charts, and graphs to inform decisions
2. Differentiate fact from opinion in oral and written materials
3. Compare and contrast paycheck statements
4. Utilize problem-solving strategies to determine a solution
5. Cite evidence that supports findings
6. Express opinions about a workplace issue

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

METHOD OF INSTRUCTION (CONTINUED)

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

PREPARED BY <u>Monica Cueva, Corinne Layton</u>   DATE <u>June 3, 2020</u>

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