

SAN DIEGO COMMUNITY COLLEGE DISTRICT  
CONTINUING EDUCATION  
COURSE OUTLINE

**SECTION I**

SUBJECT AREA AND COURSE NUMBER

ESLA 428A

COURSE TITLE

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

LECTURE/LABORATORY HOURS

135

ADVISORY

ESL Int Low 4 or equivalent

RECOMMENDED SKILL LEVEL

Ability to:

- Understand short, authentic texts on familiar work-related topics
- Achieve reading score of 210 on a CASAS reading test or equivalent
- Use listening and speaking skills at an intermediate-low level to comprehend and participate in conversations on a range of topics
- Write a paragraph or note at an intermediate-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 in conversations, discussions, and oral presentations
2. Reading skills to comprehend level-appropriate texts and conduct simple labor market research.
3. Knowledge of level-appropriate English vocabulary
4. Knowledge of level-appropriate English grammar and usage
5. Writing skills for completion of job search documents
6. Skills to explore career opportunities and inquire about employment
7. Develop short-term and long-term goals and a detailed action plan
8. Digital literacy skills for research, job applications and presentations
9. Soft skills necessary for job search
10. Numeracy skills for collecting and presenting data
11. Critical thinking skills for analyzing information to make informed decisions
12. Awareness and appreciation of diversity and cultural differences
13. Test-taking strategies needed to transition to career training, employment or higher education

## COURSE OBJECTIVES

1. Demonstrate oral workplace communication skills to participate in conversations and discussions in formal and informal situations
2. Inquire about career requirements, responsibilities, and training opportunities
3. Demonstrate appropriate verbal and non-verbal communication skills while interviewing for a job
4. Demonstrate comprehension of information from diverse media sources
5. Cite evidence to support analysis and draw conclusions from texts

**COURSE OBJECTIVES (CONTINUED)**

6. Determine the meaning of general academic and domain-specific words and phrases in a text
7. Demonstrate proficiency of level-appropriate English grammar in professional oral and written workplace communication
8. Compose job application documents, including a cover letter and résumé
9. Demonstrate note-taking skills using a template or graphic organizer
10. Use digital literacy skills for conducting research, completing job applications and developing presentations
11. Demonstrate soft skills necessary for a successful job search
12. Apply numeracy skills to interpret, collect and present data using graphs and charts
13. Deliver a 3-5 minute oral presentation on research about a career goal
14. Demonstrate critical thinking skills in processing information and making decisions
15. Develop a Specific Measurable Attainable Realistic Time-based (SMART) career goal and a simple action plan
16. Demonstrate cross-cultural competence and knowledge of workplace etiquette to interact effectively in a diverse environment
17. Demonstrate understanding of cultural expectations in applying, and interviewing for a job
18. Apply test-taking skills to prepare for transition to job training, employment, or higher education

**SECTION II**

**COURSE CONTENT AND SCOPE**

1. Conversation
  - 1.1. Language functions
    - 1.1.1 Giving and following instructions/directions
    - 1.1.2 Asking for and offering help
    - 1.1.3 Giving feedback
    - 1.1.4 Asking for clarification and confirming understanding
    - 1.1.5 Making requests
    - 1.1.6 Asking for permission
    - 1.1.7 Making suggestions
    - 1.1.8 Agreeing and disagreeing
    - 1.1.9 Requesting and reporting information
    - 1.1.10 Expressing preferences
  - 1.2. Small talk
    - 1.2.1. Greetings and introductions

COURSE CONTENT AND SCOPE (CONTINUED)

- 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
    - 2.2.1.1. Brainstorming and discussing ideas
    - 2.2.1.2. Persuading
    - 2.2.1.3. Evaluating options
    - 2.2.1.4. Problem-solving
- 3. Reading Skills
  - 3.1. Reading strategies
    - 3.1.1. Previewing
    - 3.1.2. Skimming
    - 3.1.3. Scanning
    - 3.1.4. Predicting
    - 3.1.5. Making inferences
      - 3.1.5.1. Identifying cause and effect
      - 3.1.5.2. Identifying fact versus opinion
      - 3.1.5.3. Summarizing
      - 3.1.5.4. Increasing reading speed with timed reading
      - 3.1.5.5. Identifying main idea and supporting details of a text
      - 3.1.5.6. Determining author's purpose and point of view
  - 3.2. Reading for information in print and online
    - 3.2.1. Catalogues and schedules
      - 3.2.1.1. Work
      - 3.2.1.2. School
    - 3.2.2. Applications
    - 3.2.3. Hiring contracts
  - 3.3. Researching relevant information
    - 3.3.1. Gathering information from online or print sources

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.3.2. Interpreting data from tables, charts, and graphs
- 3.3.3. Synthesizing and integrating information
- 3.3.4. Summarizing information
- 3.3.5. Citing sources
- 3.3.6. Rules about plagiarism
- 3.4. Evaluating print and online resources for credibility and accuracy
- 3.5. Citing evidence to support arguments and draw conclusions
- 3.6. Test-Taking Skills
  - 3.6.1. Time management
    - 3.6.1.1. Timed reading practice
  - 3.6.2. Multiple choice strategies
- 4. Vocabulary Development and Word Analysis
  - 4.1. Context clues for meaning and tone
  - 4.2. General academic and domain-specific words
  - 4.3. Root words, prefixes and suffixes
  - 4.4. Parts of speech
  - 4.5. Idioms, phrasal verbs, and collocations in context
  - 4.6. Synonyms/antonyms
  - 4.7. Print and online reference tools
- 5. Grammar and Usage
  - 5.1. Verbs
    - 5.1.1. Simple present, past and future tenses
    - 5.1.2. Present perfect tenses
      - 5.1.2.1. Present perfect
      - 5.1.2.2. Present perfect vs simple past
      - 5.1.2.3. Present perfect continuous
    - 5.1.3. Real and unreal present conditionals
    - 5.1.4. Phrasal verbs
    - 5.1.5. Passive voice
      - 5.1.5.1. Simple present passive
      - 5.1.5.2. Simple past passive
      - 5.1.5.3. Active vs. passive
  - 5.2. Modals
    - 5.2.1. Requests
    - 5.2.2. Obligation
    - 5.2.3. Advice
    - 5.2.4. Possibility
    - 5.2.5. Conclusion

COURSE CONTENT AND SCOPE (CONTINUED)

- 5.3. Nouns and pronouns
  - 5.3.1. Relative pronouns
  - 5.3.2. Direct and indirect objects
- 5.4. Gerunds
- 5.5. Infinitives
- 5.6. Adjectives
  - 5.6.1. Comparative
  - 5.6.2. Superlative
- 5.7. Adverbs
  - 5.7.1. Degree
  - 5.7.2. Manner
- 5.8. Sentence and question structures
  - 5.8.1. Simple and compound sentences
  - 5.8.2. Clauses
    - 5.8.2.1. Adjective clauses
    - 5.8.2.2. Adverb clauses
  - 5.8.3. Questions
    - 5.8.3.1. *Wh*-Questions
    - 5.8.3.2. Embedded questions
    - 5.8.3.3. Tag questions
- 5.9. Reported Speech
  - 5.9.1. Statements
  - 5.9.2. Imperatives
- 6. Writing Skills
  - 6.1. Writing process
    - 6.1.1. Brainstorming
    - 6.1.2. Drafting
    - 6.1.3. Editing and revising
    - 6.1.4. Peer and self-evaluation
  - 6.2. Writing mechanics
    - 6.2.1. Capitalization
    - 6.2.2. Punctuation
    - 6.2.3. Spelling
  - 6.3. Paragraph writing
    - 6.3.1. Topic sentence
    - 6.3.2. Main idea and supporting details
  - 6.4. Resumes
    - 6.4.1. Chronological

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.4.2. Functional
- 6.5. Professional correspondence
  - 6.5.1. Cover letters
  - 6.5.2. Inquiry letters
  - 6.5.3. Follow-up letters
  - 6.5.4. Email
  - 6.5.5. Phone messages
- 6.6. Online and paper forms
  - 6.6.1. Applications
  - 6.6.2. Licensing
    - 6.6.2.1. Registration
    - 6.6.2.2. Contracts
- 6.7. Professional profile
- 6.8. Summarizing
- 6.9. Note-taking
  - 6.9.1. Oral instructions
  - 6.9.2. Research
  - 6.9.3. Conversations and group discussions
- 7. Career Exploration/Job Search
  - 7.1. Assessing personal qualities, interests, and skills
    - 7.1.1. Identifying job-specific and transferable skills
    - 7.1.2. Differentiating between qualities and skills
    - 7.1.3. Matching personal qualities, skills, and interests to careers
  - 7.2. Researching careers and career requirements
    - 7.2.1. Accessing online employment information and tools
    - 7.2.2. Researching relationship of educational level, careers, and earnings
    - 7.2.3. Comparing careers and career requirements
    - 7.2.4. Identifying pathways to advancement in the job sector
  - 7.3. Interpreting labor market information
    - 7.3.1. Occupations in job sectors
    - 7.3.2. Job outlook
    - 7.3.3. Job responsibilities and requirements
    - 7.3.4. Wages and job growth
    - 7.3.5. Education and training
  - 7.4. Researching local job openings
    - 7.4.1. Interpreting a variety of job advertisements and postings in print and online
    - 7.4.2. Comparing job openings

- 7.4.2.1. Requirements
- 7.4.2.2. Responsibilities
- 7.4.2.3. Salary and benefits
- 7.4.3. Inquiring about job openings on the phone or in person
- 7.5. Identifying career training programs
  - 7.5.1. Continuing education certificate programs
  - 7.5.2. Career counseling services
- 7.6. Creating a SMART career goal
  - 7.6.1. Describing short-term goals
  - 7.6.2. Describing long-term goals
  - 7.6.3. Identifying obstacles and solutions to goals
  - 7.6.4. Making a simple action plan
- 8. Presentation Skills
  - 8.1. Preparing a presentation
    - 8.1.1. Gathering information from multiple sources
    - 8.1.2. Synthesizing and integrating information
    - 8.1.3. Summarizing information
    - 8.1.4. Presenting data in a graphic organizer
    - 8.1.5. Citing sources
    - 8.1.6. Avoiding plagiarism
  - 8.2. Content organization
    - 8.2.1. Introduction
    - 8.2.2. Details
    - 8.2.3. Conclusion
  - 8.3. Considering audience background and interest
  - 8.4. Delivery
    - 8.4.1. Verbal/Pronunciation
      - 8.4.1.1. Comprehensibility
      - 8.4.1.2. Volume
      - 8.4.1.3. Pacing
      - 8.4.1.4. Intonation
    - 8.4.2. Non-verbal
      - 8.4.2.1. Eye contact
      - 8.4.2.2. Body language/gestures
    - 8.4.3. Responding to audience questions
- 9. Interviewing Skills
  - 9.1. Discussing educational background
  - 9.2. Describing work experience and current job responsibilities
  - 9.3. Describing personal qualities and skills
  - 9.4. Describing strengths and weaknesses



9.5. Demonstrating awareness of appropriate job interview questions

9.6. Asking relevant questions about the job and company

9.7. Making follow-up inquiries about status of job

9.8. Using appropriate etiquette and non-verbal communication

## 10. Digital Literacy

10.1. Basic computer skills

10.1.1. Word processing

10.1.2. Computer commands

10.2. Researching information online

10.2.1. Using keywords in a search engine and navigating results

10.2.2. Awareness of usage rights

10.2.3. Assessing the quality and reliability of websites

10.2.4. Citing sources

10.2.5. Using interactive media and software to present research

10.3. Finding directions online

10.4. File management

10.4.1. Downloading and uploading files

10.4.2. Saving and accessing files

10.4.3. Making new folders

10.5. Netiquette

10.5.1. Email

10.5.2. Social media

10.6. Online discussion

10.6.1. Utilizing online formats and tools to collaborate and interact with others

10.6.2. Writing and responding to posts

10.7. Effective use of digital supports

10.8. Internet security and privacy

10.8.1. Password protection and management

10.8.2. Privacy settings

## 11. Numeracy Skills

11.1. Interpreting charts, tables, and graphs in data collection

11.2. Obtaining and presenting data in a graphic organizer

## 12. Soft Skills

12.1. Critical thinking

12.2. Time management

12.3. Professionalism

12.4. Participating on a team

12.5. Organizational skills

12.6. Adaptability

- 12.7. Accountability
- 12.8. Prioritizing goals or tasks
- 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
    - 13.1.4. Accountability
  - 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
  - 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-level texts
2. Workplace correspondence and documents
3. Job postings
4. Authentic news articles
5. Website information
6. Charts, graphs, maps

### WRITING ASSIGNMENTS

Appropriate writing assignments may include but are not limited to:

1. Paragraphs and short compositions
2. Professional correspondence
3. Online professional profile

### WRITING ASSIGNMENTS (CONTINUED)

4. Email messages
5. Notes
6. Job applications
7. Digital presentations
8. Reports
9. Résumés and cover letters
10. Summaries
11. Discussion board posts

### OUTSIDE ASSIGNMENTS

Appropriate outside assignments may include but are not limited to:

1. Interview someone about their job and report the information to the class
2. Job shadow a worker and report the information to the class
3. Locate and compare authentic job applications
4. Create an online professional portfolio
5. Practice networking skills at a job fair and report experience and findings to the class
7. Record a simulated job interview
8. Consult a career counselor
9. Attend a résumé writing or interview skills workshop

### APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

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

1. Identify and prioritize educational and career goals to develop an action plan
2. Interpret data from 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. Compare and contrast two or more job openings in a career field
6. Cite evidence that supports a decision
7. Work on a team project to synthesize information and report to the class

### 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

### EVALUATION (CONTINUED)

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-enhanced instruction
10. Task-based instruction

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

### TEXTS AND SUPPLIES

*Future 4*, Beatriz B. Diaz, Ronna Magy, Federico Salas-Isnardi, Pearson, current edition

*Project Success 4*, Susan Gaer, Sarah Lynn, Pearson, current edition

Supplemental texts, supplies and other resources may include but are not limited to:

Career and technical education texts

Open Educational Resources (OER)

San Diego Continuing Education Online Prevocational ESL Modules

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