

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 428B

COURSE TITLE

INT 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, digital literacy, soft skills, numeracy, and diversity awareness are integrated throughout the course. Students will demonstrate acquisition of the intermediate-high 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 Int Low 4 or equivalent

RECOMMENDED SKILL LEVEL

Ability to:

- Understand short, authentic texts on familiar work-related topics
- Achieve reading score of 210 or higher 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 to participate in workplace conversations, discussions, and 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 completing authentic forms and reports, taking short notes, and 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 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. Deliver a 3-5 minute oral presentation on a workplace topic
3. Read and interpret information from print and digital sources
4. Cite evidence to support analysis and draw conclusions from texts
5. Determine the meaning of general academic and domain-specific words and phrases in a text

COURSE OBJECTIVES (CONTINUED)

6. Demonstrate proficiency of level-appropriate English grammar in professional oral and written workplace communication
7. Compose professional communications and complete business forms
8. Demonstrate note-taking skills using a template or graphic organizer
9. Apply digital literacy skills to conduct basic research, interact and collaborate with others, learn English, or produce content
10. Apply soft skills that promote success in the workplace
11. Apply workplace numeracy skills to interpret, collect, and present data using graphs and charts
12. Demonstrate critical thinking skills in processing information and making decisions
13. Demonstrate cross-cultural competence and knowledge of workplace rules and etiquette to interact effectively in a diverse environment
14. Demonstrate knowledge of workplace rules and rights for employee protections
15. Apply test-taking skills to prepare for transition to job training, employment, or higher education

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. Giving feedback
- 1.1.1.3. Asking for clarification and confirming understanding
- 1.1.1.4. Giving and following instructions/directions
- 1.1.1.5. Making requests
- 1.1.1.6. Asking for permission
- 1.1.1.7. Making complaints and offering suggestions
- 1.1.1.8. Agreeing and disagreeing
- 1.1.1.9. Requesting and 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

1.1.3. Appropriate register

- 1.1.3.1. Formal situations

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.1.3.2. Informal situations
- 1.2. Group discussion
 - 1.2.1. Group participation skills
 - 1.2.1.1. Assuming roles
 - 1.2.1.2. Turn-taking
 - 1.2.1.3. Interrupting politely
 - 1.2.1.4. Building on others' ideas
 - 1.2.2. Group decision-making
 - 1.2.2.1. Brainstorming and discussing ideas
 - 1.2.2.2. Persuading
 - 1.2.2.3. Evaluating options
 - 1.2.2.4. Problem-solving
 - 1.2.3. Active Listening
 - 1.2.3.1. Asking follow-up questions
 - 1.2.3.2. Paraphrasing
- 1.3. Presentation skills
 - 1.3.1. Content organization
 - 1.3.1.1. Introduction
 - 1.3.1.2. Details
 - 1.3.1.3. Conclusion
 - 1.3.2. Considering audience background and interest
 - 1.3.3. Using digital supports
 - 1.3.3.1. Presenting data in a graphic organizer
 - 1.3.3.2. Citing sources
 - 1.3.3.3. Avoiding plagiarism
 - 1.3.4. Delivery
 - 1.3.4.1. Verbal/Pronunciation
 - 1.3.4.1.1. Comprehensibility
 - 1.3.4.1.2. Volume
 - 1.3.4.1.3. Pacing
 - 1.3.4.1.4. 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 visual supports
 - 1.3.4.3. Responding to audience questions
- 2. Reading Skills
 - 2.1. Reading strategies

COURSE CONTENT AND SCOPE (CONTINUED)

- 2.1.1. Previewing
- 2.1.2. Skimming
- 2.1.3. Scanning
- 2.1.4. Predicting
- 2.1.5. Identifying main ideas and supporting details of a text
- 2.1.6. Making inferences
- 2.1.7. Summarizing
- 2.1.8. Identifying cause and effect
- 2.1.9. Differentiating facts from opinions
- 2.2. Researching a topic
 - 2.2.1. Gathering information from online or print sources
 - 2.2.2. Synthesizing and integrating information
 - 2.2.3. Summarizing information
- 2.3. Interpreting charts and diagrams
- 2.4. Citing evidence to support arguments and draw conclusions
- 2.5. Test-Taking Skills
 - 2.5.1. Timed reading practice
 - 2.5.2. Multiple-choice strategies
 - 2.5.3. Reading for details
 - 2.5.4. Managing time
- 3. Vocabulary Development and Word Analysis
 - 3.1. Context clues for meaning
 - 3.2. General academic and domain-specific words
 - 3.3. Prefixes, suffixes, roots
 - 3.4. Parts of speech
 - 3.5. Synonyms and antonyms
 - 3.6. Idioms, phrasal verbs, and collocations in context
 - 3.7. Print and online reference tools
- 4. Grammar and Usage
 - 4.1. Verbs
 - 4.1.1. Simple present, past, and future tenses
 - 4.1.2. Present perfect tenses
 - 4.1.2.1. Present perfect
 - 4.1.2.2. Present perfect vs simple past
 - 4.1.2.3. Present perfect continuous
 - 4.1.3. Real and unreal present conditionals
 - 4.1.4. Passive voice
 - 4.1.4.1. Simple present passive

COURSE CONTENT AND SCOPE (CONTINUED)

- 4.1.4.2. Simple past passive
- 4.1.4.3. Active vs. passive
- 4.1.4.4. Phrasal verbs
- 4.2. Modals
 - 4.2.1. Requests
 - 4.2.2. Permission
 - 4.2.3. Advice
 - 4.2.4. Obligation
 - 4.2.5. Possibility
- 4.3. Infinitives and gerunds
- 4.4. Nouns and pronouns
 - 4.4.1. Relative pronouns
 - 4.4.2. Direct and indirect objects
- 4.5. Adjectives
 - 4.5.1. Comparative
 - 4.5.2. Superlative
- 4.6. Adverbs
 - 4.6.1. Degree
 - 4.6.2. Manner
- 4.7. Sentence structures
 - 4.7.1. Simple and compound sentences
 - 4.7.2. Clauses
 - 4.7.2.1. Adjective
 - 4.7.2.2. Adverb
 - 4.7.3. Questions
 - 4.7.3.1. *Wh*-Questions
 - 4.7.3.2. Embedded questions
 - 4.7.3.3. Tag questions
 - 4.7.4. Reported speech
 - 4.7.4.1. Statements
 - 4.7.4.2. Imperatives
- 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

COURSE CONTENT AND SCOPE (CONTINUED)

- 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. Compositions with multiple paragraphs
 - 5.2.4. Formal and informal language
- 5.3. Professional correspondence
 - 5.3.1. Email
 - 5.3.2. Business letters
 - 5.3.3. Reports
 - 5.3.3.1. Summary
 - 5.3.3.2. Shift
 - 5.3.3.3. Accident
 - 5.3.3.4. Performance evaluation
- 5.4. Summarizing
- 5.5. Note-taking
 - 5.5.1. Telephone messages
 - 5.5.2. Oral instructions from a supervisor or co-worker
 - 5.5.3. Small group discussions
 - 5.5.4. Research
- 6. Digital Literacy Skills
 - 6.1. Basic computer skills
 - 6.1.1. Word processing
 - 6.1.2. Computer commands
 - 6.2. File management
 - 6.2.1. Downloading and uploading files
 - 6.2.2. Saving and accessing files
 - 6.2.3. Making new folders
 - 6.3. Finding and consuming digital content
 - 6.3.1. Using keywords in a search engine and navigating results
 - 6.3.2. Assessing the quality and reliability of websites
 - 6.3.3. Awareness of usage rights
 - 6.3.4. Citing sources
 - 6.4. Using an online presentation tool to share data

COURSE CONTENT AND SCOPE (CONTINUED)

- 6.5. Netiquette
 - 6.5.1. Email
 - 6.5.2. Online discussion
 - 6.5.3. Utilizing online formats and tools to collaborate and interact with others
 - 6.5.4. Writing and responding to posts
- 6.6. Internet security and privacy
 - 6.6.1. Password protection and management
 - 6.6.2. Privacy settings
- 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. Time management
 - 8.6. Organizational skills
 - 8.7. Adaptability
- 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
 - 9.2.1.4. Occupational Safety and Health Administration (OSHA)
 - 9.2.2. Discrimination and harassment

COURSE CONTENT AND SCOPE (CONTINUED)

- 9.2.3. Scheduling
- 9.2.4. Pay and benefits
- 9.2.5. 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-level texts
2. Workplace correspondence and documents
3. Technical manuals
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. Email messages
3. Notes
4. Digital presentations
5. Procedures and instructions
6. Reports
7. Business letters
8. Telephone messages
9. Summaries
10. 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. Develop and administer a survey regarding safety or ethics in the workplace and report the information to the class

OUTSIDE ASSIGNMENTS (CONTINUED)

3. Job shadow a worker and report the information to the class
4. Locate and bring in workplace rules, procedures and schedules to discuss in class
5. Create a chart, graph, or other infographic to report workplace statistics

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 two workplace documents
4. Utilize problem-solving strategies to determine a solution
5. Cite evidence that supports a decision
6. Work on a team to develop a proposal and action plan for the workplace
7. Express opinions after analyzing several sides of an 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

METHOD OF INSTRUCTION (CONTINUED)

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:

Open Educational Resources (OER)

Interactive media and software

Career and technical education texts

San Diego Continuing Education Online Prevocational ESL Modules

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:

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San Diego Community College District Policy 3100
California Community Colleges, Title 5, Section 55002
Continuing Education Catalog