SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 429A

COURSE TITLE

ADV 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 obtaining employment. Critical thinking, digital literacy, soft
skills, data interpretation, and diversity awareness are integrated throughout the course.
Students will demonstrate acquisition of the advanced level English skills needed to
identify short and long-term goals, research the job market, and successfully prepare for
job training and/or employment. (FT)

LECTURE/LABORATORY HOURS

   135

ADVISORY

ESL Int High 5 or equivalent

RECOMMENDED SKILL LEVEL

Ability to:

- Understand authentic texts on familiar work-related topics
- Achieve reading score of 220 on a CASAS reading test or equivalent
- Use listening and speaking skills at an intermediate-high level to comprehend and
  participate in conversations on a range of topics
- Write a composition or report at an intermediate-high 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, conduct labor market research and interpret data
3. Knowledge of level-appropriate English vocabulary
4. Knowledge of level-appropriate English grammar and usage
5. Writing skills for completion of essays or professional correspondence
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, numeracy and soft skills for job search and oral presentations based on research
9. Critical thinking skills to make informed decisions related to career goals
10. Awareness and appreciation of diversity and cultural differences
11. Test-taking skills for successful transition to career training and employment or higher education

COURSE OBJECTIVES

1. Demonstrate oral/aural communication skills to participate in conversations and discussions and inquire about and interview for a job
2. Demonstrate comprehension of information from diverse media sources
3. Cite evidence to support analysis and draw conclusions from texts

COURSE OBJECTIVES (CONTINUED)

4. Determine the meaning of general academic and domain-specific words and phrases in a text
5. Demonstrate proficiency of level-appropriate English grammar in professional communication both orally and in writing
6. Demonstrate note-taking skills using a template or graphic organizer
7. Compose an essay using the writing process based on career research
8. Develop a Specific Measurable Attainable Realistic Time-based (SMART) career goal and a corresponding action plan
9. Compose job application documents, including résumés and cover letters
10. Apply digital literacy skills to conduct research, complete online applications, and produce digital content
11. Apply soft skills and numeracy skills that promote success in job search
12. Deliver a 5-10 minute oral presentation on labor market research and career goals
13. Demonstrate critical thinking skills in processing information and making decisions
14. Demonstrate cross-cultural competence to interact effectively in a diverse workplace environment
15. Demonstrate understanding of cultural expectations in applying and interviewing for a job
16. Apply test-taking strategies for transition to career 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
      1.1.11 Justifying actions
   1.2. Small talk
      1.2.1. Greetings

COURSE CONTENT AND SCOPE (CONTINUED)

      1.2.2. Expressing thanks

      1.2.3. Extending a conversation

      1.2.4. Closing a conversation

      1.2.5. Appropriate topics

   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. Turn-taking

      2.1.2. Active listening

      2.1.3. Interrupting politely

      2.1.4. Building on others' ideas

      2.1.5. Asking follow-up questions

      2.1.6. Assuming roles

   2.2. Group decision-making

      2.2.1 Persuading

      2.2.2 Compromising

      2.2.3 Evaluating options

      2.2.4 Justifying a decision

      2.2.5 Citing evidence

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. Differentiating facts from opinions

      3.1.6. Identifying cause and effect

      3.1.7. Making inferences

      3.1.8. Paraphrasing/Summarizing

   3.2. Increasing reading speed with timed reading tests

   3.3. Identifying main idea and supporting details of a text

   3.4. Citing evidence to support arguments and draw conclusions

   3.5. Interpreting author's purpose and point of view

   3.6. Reading for information

      3.6.1. Print and online catalogues/schedules

         3.6.1.1. Work

COURSE CONTENT AND SCOPE (CONTINUED)

   3.6.1.2. School
  3.6.2. Applications
  3.6.3. Hiring contracts
  3.6.4. Job postings
 3.7. Researching career information
  3.7.1. Gathering and integrating data from multiple sources
  3.7.2. Evaluating print and online resources for credibility and accuracy
  3.7.3. Citing sources and avoiding plagiarism
 3.8. Test-Taking Skills
  3.8.1. Interpreting data from tables, charts and graphs
  3.8.2. Managing time
   3.8.2.1. Timed reading practice
  3.8.3. 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. Parts of speech
 4.4. Root words, prefixes and suffixes
 4.5. Idioms, phrasal verbs, and word collocations in context
 4.6. Synonyms and 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. Simple past and past continuous
  5.1.3. Present perfect and present perfect continuous
  5.1.4. Simple past and past perfect
  5.1.5. Real and unreal present and future conditionals
  5.1.6. Phrasal verbs
   5.1.6.1. Separable
   5.1.6.2. Inseparable
 5.2. Adjectives and adverbs
  5.2.1. Participial adjectives
  5.2.2. Transition adverbs
 5.3. Sentence structures
  5.3.1. Compound structures
  5.3.2. Complex sentences
   5.3.2.1. Noun clauses

COURSE CONTENT AND SCOPE (CONTINUED)

5.3.2.2. Adjective clauses
5.3.2.3. Adverbial clauses
5.3.2.3.1. Time
5.3.2.3.2. Reason
5.3.2.3.3. Concession
5.4. Question structures
5.4.1. Embedded questions
5.4.2. Tag questions
5.5. Reported speech
5.5.1. All tenses
5.6. Present and past modals
5.6.1. Necessity/lack of necessity
5.6.2. Advisability
5.6.3. Possibility
5.6.4. Degree of certainty
5.6.5. Logical conclusions
5.7. Gerunds
5.8. Infinitives
5.9. Active vs. passive voice
5.9.1. Active and passive voice
5.9.2. All tenses
5.10. Modals
5.10.1. Passive voice with get
6. Writing Skills
6.1. Writing mechanics
6.1.1. Spelling
6.1.2. Punctuation
6.2. Writing strategies
6.2.1. Writing process
6.2.1.1. Brainstorming
6.2.1.2. Drafting
6.2.1.3. Editing and revising
6.2.1.4. Peer and self-evaluation
6.3. Main ideas and supporting details
6.4. Paraphrasing and summarizing
6.5. Identifying audience
6.6. Summarizing research findings
6.7. Paragraph-writing
6.8. Essay-writing

COURSE CONTENT AND SCOPE (CONTINUED)

6.9. Professional correspondence
    6.9.1. Cover letters
    6.9.2. Follow-up letters
    6.9.3. Email
    6.9.4. Résumé-writing
        6.9.4.1.   Chronological
        6.9.4.2.   Functional
6.10. Professional profile
6.11. Note-taking from presentations or group discussions

7. Career Planning/Job Search
7.1. Self-assessment
    7.1.1. Matching personal qualities, skills and interests to careers
    7.1.2. Differentiating between qualities and skills
    7.1.3. Identifying job-specific and transferable skills
7.2. Researching careers and career requirements
    7.2.1. Gathering information from multiple online sources
    7.2.2. Comparing careers and career requirements
    7.2.3. Identifying pathways to advancement in the job sector
    7.2.4. Researching relationship of educational level, careers, and earnings
7.3. Identifying career training programs
    7.3.1. Continuing education certificate programs
    7.3.2. Community college career training programs
    7.3.3. Other career training programs
    7.3.4. Career counseling services
7.4. Interpreting labor market information
    7.4.1. Job sectors
    7.4.2. Occupational profiles
    7.4.3. Job outlook
    7.4.4. Education and training requirements
    7.4.5. Job responsibilities
    7.4.6. Wages
7.5. Researching local job openings
    7.5.1. Interpreting job advertisements and postings in print and online
    7.5.2. Comparing job openings
        7.5.2.1.   Requirements
        7.5.2.2.   Responsibilities
        7.5.2.3.   Salary and benefits
        7.5.2.4.   Inquiring about job openings on the phone or in person

COURSE CONTENT AND SCOPE (CONTINUED)

    7.6. Creating SMART career goals and action plans
- 7.6.1. Creating goals
- 7.6.2. Describing short-term goals
- 7.6.3. Describing long-term goals
- 7.6.4. Identifying obstacles and solutions
- 7.6.5. Developing a step-by-step action plan

8. Presentation Skills
    8.1. Sharing career research in oral presentation
- 8.1.1. Synthesizing and integrating labor market research data
- 8.1.2. Summarizing information
- 8.1.3. Citing sources and avoiding plagiarism
- 8.1.4. Using an online presentation tool to share data
- 8.1.5. Adapting presentation to audience background, ability, and interest

    8.2. Organization
- 8.2.1. Introduction
- 8.2.2. Body
- 8.2.3. Conclusion

    8.3. Delivery
- 8.3.1. Verbal/Pronunciation
  - 8.3.1.1. Comprehensibility
  - 8.3.1.2. Volume
  - 8.3.1.3. Pacing
  - 8.3.1.4. Intonation
- 8.3.2. Non-verbal
  - 8.3.2.1. Eye contact
  - 8.3.2.2. Body language/gestures
  - 8.3.2.3. Effective use of digital supports
    - 8.3.2.3.1. Images, video, and audio recordings
    - 8.3.2.3.2. Online presentation tool

9. Interviewing skills
    9.1. Discussing educational background
    9.2. Describing work experience and current job responsibilities
    9.3. Describing personal qualities, skills, strengths, and weaknesses
    9.4. Prioritizing goals
    9.5. Inquiring about the job and company
    9.6. Making follow-up inquiries about status of job
    9.7. Using appropriate etiquette and non-verbal communication
    9.8. Awareness of appropriate topics and questions for a job interview

COURSE CONTENT AND SCOPE (CONTINUED)

10. Digital literacy skills
    10.1. Researching digital content
        10.1.1.   Using keywords in a search engine and navigating results
        10.1.2.   Assessing the quality and reliability of authors and websites
        10.1.3.   Awareness of usage rights
        10.1.4.   Using an online presentation tool to share data
        10.1.5.   Citing sources
    10.2. File management
        10.2.1.   Downloading and uploading files
        10.2.2.   Saving and accessing files
        10.2.3.   Making new folders
    10.3. Netiquette
        10.3.1.   Email
        10.3.2.   Social media
            10.3.2.1. Identifying audience
            10.3.2.2. Professional networking
        10.3.3.   Online discussion
            10.3.3.1. Utilizing online formats and tools to collaborate and interact with others
            10.3.3.2. Writing and responding to posts
    10.4. Internet security and privacy
        10.4.1.   Password protection and management
        10.4.2.   Privacy settings
11. Numeracy skills
    11.1. Interpreting charts, tables, and graphs in data collection
    11.2. Presenting data in a graphic organizer
12. Soft skills
    12.1. Critical thinking
    12.2. Professionalism
    12.3. Adaptability
    12.4. Accountability
    12.5. Time management
    12.6. Participating on a team
    12.7. Organizational skills
    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

COURSE CONTENT AND SCOPE (CONTINUED)

    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. Advanced-level texts
2. Workplace correspondence and documents
3. Job postings
4. Authentic news articles
5. Website information
6. Charts, graphs, maps and other infographics

WRITING ASSIGNMENTS

Appropriate writing assignments may include but are not limited to:

1. Paragraphs and essays
2. Business letters
3. Online professional profile
4. Email messages
5. Notes
6. Job applications

WRITING ASSIGNMENTS (CONTINUED)

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
6. Record a simulated job interview
7. Consult a career counselor
8. 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 personal, educational, and workplace 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 texts on the same topic
6. Cite evidence that supports a decision
7. Work on a team project to synthesize information for a class presentation

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

EVALUATION (CONTINUED)

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

Building a Strong Vocabulary for Work Readiness, Ellen Northcutt, Christine Griffith Wagner, New Readers Press, current edition
CareerView Exploring the World of Work, Steven J. Molinsky, Bill Bliss, Pearson, current edition
Future 5, Beatriz B. Diaz, Ronna Magy, Federico Salas-Isnardi, Pearson, current edition
Project Success 5, Susan Gaer , Sarah Lynn , Pearson, current edition
Ventures Transitions 5, Donna Price, K. Lynn Savage, Gretchen Bitterlin, Dennis Johnson, Sylvia Ramirez, Cambridge, current edition

TEXTS AND SUPPLIES (CONTINUED)

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 <u>Corinne Layton, Monica Cueva</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