SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 429B

COURSE TITLE

ADV 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 successful 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 advanced level English skills needed to communicate effectively in conversations and group discussions, compose professional correspondence, and interact appropriately in diverse workplace environments. (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 to participate effectively in workplace conversations, discussions, and oral presentations
2. Reading skills to comprehend level-appropriate workplace text and develop fluency
3. Knowledge of level-appropriate English vocabulary
4. Knowledge of level-appropriate English grammar and usage
5. Writing skills for composing professional correspondence
6. Digital literacy, numeracy, and soft skills to promote success in the workplace
7. Critical thinking skills for making informed decisions and solving problems in the workplace
8. Knowledge of U.S. workplace customs, safety, and workers' rights
9. Awareness and appreciation of diversity and cultural differences
10. Test-taking skills for successful transition to job training, employment, or higher education

COURSE OBJECTIVES

1. Demonstrate oral workplace communication in extended conversations and group discussions in formal and informal situations
2. Deliver a 5-10 minute oral presentation on a workplace topic
3. Read and interpret workplace texts and professional correspondence from diverse media and formats
4. Summarize or paraphrase information from print and digital sources while avoiding plagiarism
5. Cite evidence to support analysis and draw conclusions from texts
6. Determine the meaning of general academic and domain-specific words and phrases in a text

COURSE OBJECTIVES (CONTINUED)

7. Demonstrate proficiency of level-appropriate English grammar in professional oral and written workplace communication
8. Compose a multi-paragraph composition using the writing process
9. Compose professional correspondence including emails and reports
10. Demonstrate note-taking skills using a template or a graphic organizer
11. Apply digital literacy skills to conduct research, interact and collaborate with others, and produce digital content
12. Apply numeracy and soft skills that promote success in the workplace
13. Demonstrate critical thinking skills for problem solving or decision-making activities
14. Demonstrate cross-cultural competence and knowledge of workplace customs and etiquette to interact effectively in a diverse environment
15. Demonstrate understanding of workplace regulations and workers' rights
16. Apply test-taking strategies for transition to career training, employment, or higher education

SECTION II

COURSE CONTENT AND SCOPE

1. Oral Workplace Communication
    1.1. Language functions
        1.1.1. Clarifying and confirming understanding
        1.1.2. Giving and following instructions
        1.1.3. Asking for and offering help
        1.1.4. Making suggestions, giving advice
        1.1.5. Asking for and giving feedback
        1.1.6. Making requests
        1.1.7. Reporting information
        1.1.8. Justifying actions
        1.1.9. Agreeing and disagreeing
    1.2. Small talk
        1.2.1. Greetings
        1.2.2. Appropriate topics
        1.2.3. Giving and accepting compliments
        1.2.4. Expressing thanks
        1.2.5. Extending a conversation
        1.2.6. Closing a conversation
    1.3. Appropriate register
        1.3.1. Formal situations
        1.3.2. Informal situations

COURSE CONTENT AND SCOPE (CONTINUED)

1.4. Group discussion
    1.4.1. Group participation skills
        1.4.1.1. Turn-taking
        1.4.1.2. Interrupting politely
        1.4.1.3. Building on others' ideas
        1.4.1.4. Assuming roles
    1.4.2. Group decision-making
        1.4.2.1. Persuading
        1.4.2.2. Compromising
        1.4.2.3. Evaluating options
        1.4.2.4. Justifying a decision
        1.4.2.5. Citing evidence
    1.4.3. Active listening
        1.4.3.1. Asking follow-up questions
        1.4.3.2. Paraphrasing
1.5. Presentation skills
    1.5.1. Presenting information individually or on a team
        1.5.1.1. Assigning roles and topics
    1.5.2. Sharing research on a workplace topic in an oral presentation
        1.5.2.1. Synthesizing and integrating data
        1.5.2.2. Summarizing information
        1.5.2.3. Citing sources and avoiding plagiarism
        1.5.2.4. Using an online presentation tool to share data
        1.5.2.5. Adapting presentation to audience background, ability, and interest
            8.1.5.1 Responding to audience questions
    1.5.3. Organization
        1.5.3.1. Introduction
        1.5.3.2. Body
        1.5.3.3. Conclusion
    1.5.4. Delivery
        1.5.4.1. Verbal
            1.5.4.1.1. Pronunciation
                1.5.4.1.1.1. Comprehensibility
                1.5.4.1.1.2. Volume
                1.5.4.1.1.3. Pacing
                1.5.4.1.1.4. Intonation
        1.5.4.2. Non-verbal
            1.5.4.2.1. Eye contact

COURSE CONTENT AND SCOPE (CONTINUED)

        1.5.4.2.2.   Body language/gestures
        1.5.4.2.3.   Effective use of digital supports
        1.5.4.2.4.   Online presentation tool

2. Reading Skills
  2.1. Reading strategies
    2.1.1. Previewing
    2.1.2. Skimming
    2.1.3. Scanning
    2.1.4. Predicting
    2.1.5. Making Inferences
    2.1.6. Differentiating facts from opinions
    2.1.7. Identifying cause and effect
    2.1.8. Paraphrasing/Summarizing
  2.2. Identifying main idea and supporting details of a text
  2.3. Citing evidence to support arguments and draw conclusions
  2.4. Interpreting author's purpose and point of view
  2.5. Reading for information
    2.5.1. Instructions
    2.5.2. Procedures
    2.5.3. Manuals
  2.6. Interpreting and comparing information in graphs, charts, or other infographics
  2.7. Researching a topic
    2.7.1. Gathering and integrating data from multiple sources
    2.7.2. Evaluating print and online resources for credibility and accuracy
    2.7.3. Citing sources and avoiding plagiarism
  2.8. Test-Taking Skills
    2.8.1. Managing time
    2.8.2. Timed reading practice
    2.8.3. Multiple-choice strategies
    2.8.4. Reading for details

3. Vocabulary Development and Word Analysis
  3.1. Context clues for meaning and tone
  3.2. General academic and domain-specific words
  3.3. Parts of speech
  3.4. Root words, prefixes, and suffixes
  3.5. Synonyms and antonyms
  3.6. Idioms, phrasal verbs, and word collocations in context
  3.7. Print and online reference tools

COURSE CONTENT AND SCOPE (CONTINUED)

4. Grammar and Usage
    4.1. Verbs
        4.1.1. Simple present, past, and future tenses
        4.1.2. Simple past and past continuous
        4.1.3. Present perfect and present perfect continuous
        4.1.4. Simple past and past perfect
        4.1.5. Real and unreal present and future conditionals
        4.1.6. Phrasal verbs
            4.1.6.1. Separable vs inseparable
    4.2. Active and passive voice
        4.2.1. All tenses
        4.2.2. Modals
        4.2.3. Passive voice with get
    4.3. Present and past modals
        4.3.1. Advice
        4.3.2. Necessity
        4.3.3. Degree of certainty
        4.3.4. Logical conclusions
    4.4. Infinitives and gerunds
    4.5. Adjectives and adverbs
    4.6. Sentence structures
        4.6.1. Compound structures
        4.6.2. Complex sentences
        4.6.3. Noun clauses
        4.6.4. Adjective clauses
        4.6.5. Adverbial clauses
            4.6.5.1. Time
            4.6.5.2. Reason
            4.6.5.3. Concession
    4.7. Question structures
        4.7.1. Embedded questions
        4.7.2. Tag questions
    4.8. Reported speech
        4.4.1 All tenses
5. Written Workplace Communication
    5.1. Writing mechanics
        5.1.1. Spelling
        5.1.2. Punctuation

COURSE CONTENT AND SCOPE (CONTINUED)

    5.2. Writing strategies
        5.2.1.   Writing process
            5.2.1.1.   Brainstorming
            5.2.1.2.   Drafting
            5.2.1.3.   Editing and revising
            5.2.1.4.   Peer and self-evaluation
    5.3. Main ideas and supporting details
    5.4. Paraphrasing and summarizing
    5.5. Identifying audience
    5.6. Compositions with multiple paragraphs
    5.7. Professional correspondence
        5.7.1. Email
        5.7.2. Business letters
        5.7.3. Reports
            5.7.3.1.   Summary
            5.7.3.2.   Shift
            5.7.3.3.   Accident
            5.7.3.4.   Performance evaluation
    5.8. Note-taking skills
        5.8.1. Meetings
        5.8.2. Group discussions
        5.8.3. Oral presentations
        5.8.4. Phone messages
6. Digital Literacy Skills
    6.1. Netiquette
        6.1.1. Email
        6.1.2. Social media
            6.1.2.1.   Identifying audience
            6.1.2.2.   Professional networking
        6.1.3. Online discussion
            6.1.3.1.   Utilizing online formats and tools to collaborate and interact with others
            6.1.3.2.   Writing and responding to posts
    6.2. Researching digital content
        6.2.1. Using keywords in a search engine and navigating results
        6.2.2. Assessing the quality and reliability of authors and websites
        6.2.3. Awareness of usage rights
        6.2.4. Citing sources

COURSE CONTENT AND SCOPE (CONTINUED)

       6.2.5. Using an online presentation tool to share data
- 6.3. File management
    - 6.3.1. Downloading and uploading files
    - 6.3.2. Saving and accessing files
    - 6.3.3. Making new folders
- 6.4. Internet security and privacy
    - 6.4.1. Password protection and management
    - 6.4.2. Privacy settings
7. Numeracy
    - 7.1. Resource management
    - 7.2. Budget
    - 7.3. Inventory
    - 7.4. Interpreting employee documents
        - 7.4.1. Paychecks
            - 7.4.1.1.   Wages
            - 7.4.1.2.   Benefits
            - 7.4.1.3.   Deductions
        - 7.4.2. Withholding tax document
    - 7.5. Graphs and charts
        - 7.5.1. Interpreting numbers and percentages
8. Soft Skills
    - 8.1. Collaboration
    - 8.2. Leadership
    - 8.3. Critical thinking
    - 8.4. Professionalism
    - 8.5. Adaptability
    - 8.6. Prioritizing goals or tasks
    - 8.7. 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

COURSE CONTENT AND SCOPE (CONTINUED)

    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
   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. Advanced-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
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
6. Summarize an article
7. Create and maintain an online professional portfolio

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
8. Work on a team project to synthesize information for a class presentation
9. Summarize the main points of a reading passage

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

EVALUATION (CONTINUED)

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

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>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.

<u>REFERENCES</u>:

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