

SAN DIEGO COMMUNITY COLLEGE DISTRICT
CONTINUING EDUCATION
COURSE OUTLINE

SECTION I

SUBJECT AREA AND COURSE NUMBER

ESLA 600

COURSE TITLE

VESL FOR APPRENTICES

TYPE COURSE

NON-FEE

ESL

APPRENTICESHIP

CATALOG COURSE DESCRIPTION

This multi-level VESL course teaches basic skills related to the construction trades including listening, speaking, reading, writing and arithmetic. Workplace skills such as teamwork, problem solving, work ethics, safety and interpersonal relations are given special emphasis. Upon completion and demonstration of competence, students will be ready to succeed in apprenticeship training or entry-level employment in the construction trades. (FT)

LECTURE HOURS

112

LABORATORY HOURS

ADVISORIES

Registered as an apprentice in a state-approved apprenticeship program.

RECOMMENDED SKILL LEVEL

ESL Skills at Beginning – Low

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.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (CONTINUED)

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

This course teaches the basic skills of listening, reading, writing, and arithmetic within the context of the construction trades. In addition to basic skills, students will also develop workplace skills such as teamwork, problem solving, conflict resolution, and time management. The overall goal of this course is for students to apply effective communication strategies in workplace contexts: apprenticeship classes, on-the-job training, and in entry-level employment in the construction trades.

COURSE OBJECTIVES

Upon successful completion of this course, students will be available to:

1. Communicate with co-workers and supervisors about personal information and social topics.
2. Respond to and give safety commands/warnings.
3. Report on health problems or injuries.
4. Employ common construction trades vocabulary in simulated job site conversations.
5. Follow instructions given by supervisors.
6. Clarify and confirm understanding of lecture material and on-the-job instructions.
7. Ask questions to get additional information.
8. Interpret workplace documents: schedules, rules, procedures, pay stubs.
9. Interpret hazardous materials warnings.
10. Interpret maps and driving directions.
11. Utilize U.S. units of measurement (i.e. inches, feet, yard).
12. Fill out work-related forms, including timecards and accident reports.
13. Demonstrate critical thinking, problem solving, and communication skills in classroom simulations.
14. Demonstrate personal qualities and work ethics to be successful in training and on the job.
15. Demonstrate study skills, including note taking, test preparation, and textbook reading strategies.

SECTION II

COURSE CONTENT AND SCOPE

1. Personal Identification/Social Communication
 - 1.1. Introduce oneself to others and respond to introductions

COURSE CONTENT AND SCOPE (CONTINUED)

- 1.2. Ask for and state name, address, city, state, zip code, phone number, social security number and country of origin
- 1.3. Spell one's name and address
- 1.4. Identify and state days/dates/time
- 1.5. State or write one's own or others' physical characteristics (height, weight, color of eyes)
- 1.6. Greet co-workers and supervisors
- 1.7. Describe and locate people and places on the job (Where is Bob? Where's the bathroom?)
- 1.8. Discuss current events and weather
- 1.9. Ask about and report on weekend plans
- 1.10. Describe past weekend activities
- 1.11. Extend a conversation by asking follow up questions
- 1.12. Identify appropriate and inappropriate workplace conversations and questions
- 1.13. Use appropriate forms of address and register
2. Safety and Health
 - 2.1. Respond to oral and written warnings on the job site (Look out for that crane!)
 - 2.2. Warn someone of danger (Watch out for the wires!)
 - 2.3. Interpret common safety signs/labels on the job site
 - 2.4. Identify basic safety equipment and clothing
 - 2.5. Describe common symptoms of illness or injury
 - 2.6. Describe physical condition and health history orally and in writing
 - 2.7. Orally report an accident (e.g. cut, break, or burn)
 - 2.8. Complete an accident report form
 - 2.9. Place emergency calls and/or notify foreman of an emergency, ask for help, and describe the problem briefly
 - 2.10. Report work-related injuries and unsafe working conditions orally and in writing
 - 2.11. Identify and state how to maintain a clean, orderly, and safe work environment
 - 2.12. Summarize weekly job site safety meetings
 - 2.13. Read and interpret safety texts (for example, hazardous materials information sheets)
3. Introduction to the Construction Trades
 - 3.1. Ask questions in order to learn construction trades vocabulary (How do you pronounce ___? How do you spell ___? How do you say ___ in English?)
 - 3.2. Identify common tools and materials used in the construction trades (carpentry, painting, drywall; tile-setting, cement masonry)
 - 3.3. Identify and employ verbs commonly used in the construction trades (e.g. carry, clean up, cut, hold, lift, spread, hit, drill, sand, scrape, mix, remove etc.)
 - 3.4. Identify and employ prepositions commonly used in the construction trades (e.g. next to; between; above; below, on top of, etc.)
 - 3.5. Read and interpret U.S. system of measurement (inches, feet, yards; ounces; gallons, etc.)
 - 3.6. Count materials or supplies and report what is needed or what is in excess (addition, subtraction, multiplication, division)
 - 3.7. Read and interpret work schedules
 - 3.8. Read and interpret maps and driving directions

COURSE CONTENT AND SCOPE (CONTINUED)

- 3.9. Interpret and complete a timecard
- 3.10. Read and interpret a paycheck stub
- 3.11. Interpret and inquire about regular paycheck deductions and question irregularities (Why is my FICA deduction more this month?)
4. On the Job Site: Instructions and Procedures
 - 4.1. Follow and give one-step and multi-step instructions
 - 4.2. Clarify and confirm instructions by repeating and paraphrasing
 - 4.3. Ask a journeyman, a foreman or another apprentice for help
 - 4.4. Respond to simple questions about work progress (Are you finished? No, I'm not.)
 - 4.5. Respond to requests for adjustments (Make it smaller, larger, shorter, longer, lighter, darker
 - 4.6. State need for frequently used materials (I need more paint.)
 - 4.7. Ask questions to get additional or missing information
 - 4.8. Ask for and state location of construction tools or materials
 - 4.9. Ask to borrow/offer to lend tools or materials
 - 4.10. Report on work completed and what needs to be done
 - 4.11. Respond to criticism and make corrections
 - 4.12. Request feedback on work performance
 - 4.13. Apologize for mistakes
 - 4.14. Describe and interpret oral and written procedures
5. Workplace/Apprenticeship Ethics and Culture
 - 5.1. Demonstrate ability to be flexible and learn new skills by applying study skills (e.g. making flashcards, taking notes, previewing textbook chapters, reviewing for tests, etc.)
 - 5.2. Identify and employ language and tone of voice that convey a positive attitude
 - 5.3. Call to report that one will be absent from or late for work
 - 5.4. Ask for permission to leave work early or to be excused from work
 - 5.5. Give specific reasons for sickness, absence, or lateness
 - 5.6. Identify workplace expectations (punctuality, limiting breaks and personal phone calls, reliability, orderliness, consistency, etc.)
 - 5.7. List and discuss reasons for dismissals from jobs (habitually late to work, slow, dishonest, poor work quality or attitude)
 - 5.8. Identify workplace organization and hierarchies, and appropriate use of formal and informal language
 - 5.9. Identify appropriate workplace dress, language, rules of behavior (stated and unstated)
 - 5.10. Discuss cultural differences and expectations in the workplace and possible cultural conflicts (using native language, punctuality, etc.)
 - 5.11. Demonstrate cross-cultural understanding, sensitivity and ability to work with diverse (race, ethnicity, religion, age, gender, sexual preference) co-workers
 - 5.12. Demonstrate ability to be flexible and learn new skills by applying study skills (e.g. making flashcards, taking notes, previewing textbook chapters, reviewing for tests, etc.)

APPROPRIATE READINGS

Textbooks, work manuals, workplace documents and other readings as assigned by the instructor.

WRITING ASSIGNMENTS

1. Notes (from lecture class and job site).
2. Accident report.
3. Work procedures.

OUTSIDE ASSIGNMENTS

Students may be assigned homework to:

1. Interview a journeyman or another apprentice about his job and report the information to the class.
2. Read an article and give a summary.
3. Provide an oral summary of his/her workday.
4. Identify workplace forms or language that are challenging.

APPROPRIATE ASSIGNMENTS THAT DEMONSTRATE CRITICAL THINKING

1. Compare U.S. work culture with student's own culture.
2. Make a decision about the best way to handle a workplace problem and role-play the solution.
3. Role-play simulated work situations.

EVALUATION

Assessment will measure development of the four language skills, application of the language skills to tasks related to the construction trades, and the development of critical thinking, problem solving and decision making. Instructors monitor student progress on a continuous basis, assessing students on the attainment of the objectives listed in the course outline, through formal and informal measures. Instructors will design tests that model the multiple-choice format used in the apprenticeship program. Learner assessment measures are aligned with assessment standards as recommended in *English as a Second Language Model Standards for Adult Education Programs*, 1992.

Standardized tests may include:

Comprehensive Adult Student Assessment System (CASAS), Employment Competency System (ECS) Tests for Reading (Forms 13 – 16), Math (Forms 13 – 18), Listening (Forms 63 – 64).

Other formal measures may include:

1. Instructor developed quizzes and tests.

EVALUATION (CONTINUED)

2. Performance assessments.
3. Competency checklists.

A competency is considered mastered when a student can demonstrate it with 80% accuracy orally, in writing, or by actual performance.

METHOD OF INSTRUCTION

Instructional methods will reflect the instructional standards as identified in the document *English as a Second Language Model Standards for Adult Education Programs*, 1992. Classroom lecture, early production, demonstration, total physical response (TPR); role-play; cooperative learning, reading process, and audio-visual presentations will be included. Method of instruction will take into account students' diverse learning styles in addition to the requirements of the apprenticeship/work environment.

TEXTS AND SUPPLIES

Texts:

Day by Day: English for Employment Communication, Bliss, Bill and Molinsky, Steven J. Englewood, NJ, Prentice Hall Regents, 1994

Construction VESL (Videos). 1) *Your Future in the Construction Industry*; 2) *Effective Management and Basic Skills*; 3) *Foundations and Basic Carpentry*; 4) *Framing*; 5) *Interior and Exterior Finishing*; 6) *Non-Structural Systems*, ETN

Let's Work Safely! English Language Skills for Safety in the Workplace, Mrowicki, Linda Linmore, Palatine, IL, 1984

Construction Trades: Knowledge Base, Sticht, Tom and McDonald, Barbara, New York, NY, Glencoe, 1992

Construction Trades: Mathematics, Sticht, Tom and McDonald, Barbara, New York, NY, Glencoe, 1992

Construction Trades: Reading, Sticht, Tom and McDonald, Barbara, New York, NY, Glencoe, 1992

PREPARED BY: Janet Jarrell DATE: April 1, 2003

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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