Course Outline

COURSE: ESL 557 
DIVISION: 10 
ALSO LISTED AS:

TERM EFFECTIVE: Spring 2016 
Course on Hold: 04/27/2015

SHORT TITLE: VOCATIONAL ESL I

LONG TITLE: Vocational English as a Second Language I

<table>
<thead>
<tr>
<th>Units</th>
<th>Number of Weeks</th>
<th>Type</th>
<th>Contact Hours/Week</th>
<th>Total Contact Hours</th>
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<td>5</td>
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<td>Lecture:</td>
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<td>90</td>
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<td></td>
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<td>Lab:</td>
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<td></td>
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<td>Total:</td>
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COURSE DESCRIPTION:

This is an integrated skills course for ESL students who wish to expand their job-related communication skills. Students expand their language skills within the realm of the work world while also developing the soft skills needed in the workplace. ADVISORY: ESL 541, 542 and 543, or ESL 547 and ESL 548, or ESL Assessment Test recommendation.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: C - Credit - Degree Non Applicable

GRADING MODES

L - Standard Letter Grade

REPEATABILITY: N - Course may not be repeated

SCHEDULE TYPES:

02 - Lecture and/or discussion

STUDENT LEARNING OUTCOMES:

1. Recognize, define, and recall vocational vocabulary

Measure: Reading software assignments and progress in levels
ILO: 1

2. Apply vocational vocabulary in written and spoken communication
ILO: 1, 2
Measure: Written assignments, oral presentations
ILO: 1, 2
3. Employ computer/technology to enhance work/presentations
Measure: Oral presentations
ILO: 2, 3
4. Demonstrate cooperative work strategies
Measure: Class assignments, group presentations
ILO: 1, 2, 4, 5
5. Acquire and demonstrate ability to fill out job applications
Measure: Completed job applications
ILO: 1
6. Participate in job interview
Measure: Job interview
ILO: 1, 2, 4, 6
7. Discuss social systems in the American workforce
Measure: Class discussions, readings, journal writing
PLO:
ILO: 1, 4
8. Demonstrate time management skills
Measure: self management in class; journal reflection
ILO: 2, 5
9. Interpret bar graphs; use flowcharts
Measure: Class assignments, oral presentations
ILO: 2

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS
Curriculum Approval Date: 04/27/2015

CONTENT:
Students are introduced to course objectives, provide an assessment of their reading skills, have an orientation to the software and hardware used in the program, and are introduced to time management skills and self evaluation. Students focus on one specific grammar point (ex: participial adjectives); improve their reading skills in a self-paced environment; negotiate, analyze and interpret want ads. Students are introduced to the computer as a research tool and learn the fundamentals of clip art for presentations.

HOMEWORK Students design and implement a work/study schedule; students keep a log to define new vocabulary, another to write journal entries and reflections; they use the computer to research a topic for their first oral presentation; they complete grammar exercises and written assignments. Students prepare for a grammar test. STUDENT PERFORMANCE OBJECTIVES: Students will explain the benefits of using time management in their personal lives; they will use a computer for research and clip art for use in presentations; Technical jargon
and the ability to read, write and communicate orally about topics in
their vocational field will be demonstrated by the students.

16 HOURS
CONTENT: Students focus on one specific grammar point (ex: verb
tenses). They work on their reading skills in a self-paced
environment. Students use graphic organizers and clustering to
organize information; They practice self-esteem building techniques;
Students continue research on the internet and summarize the
information for an oral presentation. At the end of the cycle, students will give first
(individual) oral presentations.

HOMEWORK: Students keep a log to
define new vocabulary, another to write journal entries and
reflections; they use the computer to
research a topic, write a summary, use clip art to make a visual
display and practice delivery of their first oral presentation; they
complete grammar exercises and written assignments. Students prepare
for a grammar test.

STUDENT PERFORMANCE OBJECTIVES: Students will recognize and repeat a specific grammar point
(ex.: verb
tenses) as they relate to the work world. They will synthesize
and summarize information for an oral presentation

16 HOURS
CONTENT: Students focus on one specific grammar point (ex:
capitalization and punctuation). They improve their reading skills in
a self-paced environment. Students fill out job applications, learn
power point as a presentation tool, discuss "responsibility" as a work
ethic.

HOMEWORK:
Students keep a log to define new vocabulary, another to write journal
entries and reflections; they use the
computer to make a power point presentation; they complete grammar
exercises and written assignments. Students prepare for a grammar
test.

STUDENT PERFORMANCE OBJECTIVES: Students will apply
the skills learned to fill out job applications. They will communicate orally about work topics. The
ability to utilize power point will be demonstrated by the students.
They will demonstrate the use of a specific grammar point (ex.:
capitalization and punctuation).

20 HOURS
CONTENT: Students focus on one specific grammar point (ex: gerunds).
They improve their reading skills in a self-paced environment. They
learn interviewing techniques and practice the interview situation. At the end of the
cycle, students will use power point to deliver their second
(individual)oral presentation.

HOMEWORK: Students keep a log to
define new vocabulary, another to write journal entries and
reflections; they complete vocational modules; they use the computer
to make a power point presentation; they complete grammar exercises and
written assignments. Students prepare for a grammar test.

STUDENT PERFORMANCE OBJECTIVES: Students will practice their reading skills through the use of self-paced software programs. They will be able to use a specific grammar point (ex.: gerunds).

20 HOURS

CONTENT: Students focus on one specific grammar point (ex: modals). They improve their reading skills in a self-paced environment. Students study bar graphs and percentages, complete their individual vocational modules, and plan, organize, finalize and implement plans for the semester-end group sales project.

HOMEWORK: Students keep a log to define new vocabulary, another to write journal entries and reflections; they complete grammar exercises and written assignments. Students prepare for a grammar test. Students implement group project.

STUDENT PERFORMANCE OBJECTIVES: Students will communicate orally about work topics. They will use a specific grammar point (ex.: modals). They will identify and organize a project (business plan) and report on that.

2 HOURS

Final Exam: Oral presentation of group project, using any combination of computer-generated visuals (clip art, bar graphs, pie charts)

See content section.

METHODS OF INSTRUCTION:
There will be lecture, cooperative learning groups, pair work, one-to-one tutoring, computerized instruction

METHODS OF EVALUATION:
The types of writing assignments required:
Written homework
Other: Vocabulary log, journal writing, summaries
The problem-solving assignments required:
None
The types of skill demonstrations required:
Field work
Other: Oral presentations with computer generated display
The types of objective examinations used in the course:
Multiple choice
Completion
Other: Short sentence or paragraph writing
Other category:
Evidence of reading improvement, as per software scores, successful completion of all vocational modules.
The basis for assigning students grades in the course:
Writing assignments: 5% - 15%
Problem-solving demonstrations: 0% - 0%
Skill demonstrations: 25% - 30%
Objective examinations: 10% - 15%
Other methods of evaluation: 40% - 50%

REPRESENTATIVE TEXTBOOKS:
Recommended:
Bitterlin, Gretchen, Ventures Transitions, Cambridge University Press, 2010, or other appropriate college level text.
Reading level of text, Grade: High-Intermediate ESL  Verified by: M. Sanidad
Other textbooks or materials to be purchased by the student:
Fuchs, Marjorie, Grammar Express: Intermediate; Prentice-Hall Longman, 2001

ARTICULATION and CERTIFICATE INFORMATION
Associate Degree:
CSU GE:
IGETC:
CSU TRANSFER:
   Not Transferable
UC TRANSFER:
   Not Transferable

SUPPLEMENTAL DATA:
Basic Skills: B
Classification: I
Noncredit Category: Y
Cooperative Education:
Program Status: 2 Stand-alone
Special Class Status: N
CAN:
CAN Sequence:
CSU Crosswalk Course Department:
CSU Crosswalk Course Number:
Prior to College Level: C
Non Credit Enhanced Funding: N
Funding Agency Code: Y
In-Service: N
Occupational Course: C
Maximum Hours:
Minimum Hours:
Course Control Number: CCC000528581
Sports/Physical Education Course: N
Taxonomy of Program: 493100