

Course Outline

COURSE: ESL 704A **DIVISION:** 90 **ALSO LISTED AS:**

TERM EFFECTIVE: Fall 2021 **CURRICULUM APPROVAL DATE:** 06/8/2021

SHORT TITLE: ESL FOR THE WORKPLACE

LONG TITLE: ESL for the Workplace

<u>Units</u>	<u>Number of Weeks</u>	<u>Type</u>	<u>Contact Hours/Week</u>	<u>Total Contact Hours</u>
0	18	Lecture:	0	0
		Lab:	1 TO 10	18 TO 180
		Other:	0	0
		Total:	1 TO 10	18 TO 180

COURSE DESCRIPTION:

This is a content-based integrated skills course for ESL students who want to prepare for immediate entry into the job force. Students expand their language skills within the realm of the work world and specific vocational career of interest while also developing the soft skills needed in the workplace. This course is a combination of directed instruction, lab, and self-paced instruction. This course is repeatable.

PREREQUISITES:

COREQUISITES:

CREDIT STATUS: N - Non Credit

GRADING MODES

N - Non Credit

REPEATABILITY: R - Course may be repeated

Maximum of 3 times

SCHEDULE TYPES:

04 - Laboratory/Studio/Activity

046 - Laboratory - LEH 0.6

05 - Hybrid

71 - Dist. Ed Internet Simultaneous

73 - Dist. Ed Internet Delayed LAB

736 - Dist. Ed Internet LAB-LEH 0.6

STUDENT LEARNING OUTCOMES:

By the end of this course, a student should:

1. Recognize, define, recall, and utilize vocational vocabulary.
2. Demonstrate cooperative work strategies and sociability in communication with co-workers and customers.
3. Utilize office skills, such as taking and leaving phone messages, writing an email, interpreting operating instructions and filling out a repair order, offering and filling out a rain-check, discussing inventory and effectively managing material resources.
4. Interpret and communicate work-related information effectively, such as personnel policies and fire safety warnings and procedures.
5. Demonstrate financial skills by being able to: use a savings and checking account and the forms associated with banking, interpret company-paid benefits, and understand paychecks and pay stubs.

CONTENT, STUDENT PERFORMANCE OBJECTIVES, OUT-OF-CLASS ASSIGNMENTS

Curriculum Approval Date: 06/8/2021

1-17 Hours

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. Students focus on one specific grammar

point (ex: present

tense form "to be."); improve their reading skills in a self-paced environment; make introductions. In lab, students work in their individual

vocational modules (Retail, Hospitality Services,

Construction, Food). **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 complete vocational modules; they complete grammar exercises and written assignments. Students

prepare for a grammar test. **STUDENT PERFORMANCE**

OBJECTIVES: Students will be able to introduce themselves; Technical jargon and the ability to read, write and communicate orally about topics in their vocational field will be demonstrated by the students.

1-17 Hours

CONTENT: Students focus on specific grammar points (ex: present tense of "to be" and plural forms). They work on their reading skills in a self-paced environment. Students identify workplaces and give directions to them. In lab, students work in their individual vocational modules (Retail, Hospitality Services, Construction, and Food). . HOMEWORK: Students keep a log to define new vocabulary, another to write journal entries and reflections; they complete vocational modules; they complete grammar exercises and written assignments. Students prepare for a grammar test. STUDENT PERFORMANCE OBJECTIVES: Students will be able to recognize and repeat specific grammar point (ex.: the verb "to be" and plural forms) as they relate to their vocational fields.

1-17 Hours

CONTENT: Students focus on specific grammar points (ex: Suggestions with "Let's" and imperative). They identify common machines and understand and give instructions for them. They work on their reading skills in a self-paced environment. In lab, students work in their individual vocational modules (Retail, Hospitality Services, Construction, and Food). . HOMEWORK: Students keep a log to define new vocabulary, another to write journal entries and reflections; they complete vocational modules; they complete grammar exercises and written assignments. Students prepare for a grammar test. STUDENT PERFORMANCE OBJECTIVES: Students will be able to recognize and repeat specific grammar points (ex.: "let's" and imperatives) as they relate to their vocational fields.

1-17 Hours

CONTENT: Students focus on specific grammar points (ex: Simple present tense, demonstrative adjectives). They serve customers by responding to customer requests and taking customer orders. They work on their reading skills in a self-paced environment. In lab, students work in their individual vocational modules (Retail, Hospitality Services, Construction, and Food). . HOMEWORK: Students keep a log to define new vocabulary, another to write journal entries and reflections; they complete vocational modules; they complete grammar exercises and written assignments. Students prepare for a grammar test. STUDENT PERFORMANCE OBJECTIVES: Students will be able to recognize and repeat

specific grammar points (ex.: simple present tense and demonstrative adjectives) as they relate to their vocational fields.

1-17 Hours

CONTENT: Students focus on specific grammar points (ex:

Impersonal

statements and questions). Students use days, dates and times to talk about work shifts and schedules. They work on their reading skills in a self-paced environment. In

lab, students work in their individual

vocational modules (Retail, Hospitality Services, Construction, and

Food). HOMEWORK: Students keep a log to define new vocabulary, another

to write journal entries and reflections; they complete vocational

modules; they complete grammar exercises and written assignments.

Students prepare for a grammar test. STUDENT

PERFORMANCE OBJECTIVES:

Students will be able to recognize and repeat specific grammar points

(ex.: Impersonal statements and questions) as they relate to their

vocational fields.

1-17 Hours

CONTENT: Students focus on specific grammar points (ex:

Count/non-count

nouns, more questions and impersonal statements). They give and follow

instructions. They work on their reading skills in a self-paced

environment. In lab,

students work in their individual vocational

modules (Retail, Hospitality Services, Construction, and Food).

HOMEWORK: Students keep a log to define new vocabulary, another to

write journal entries and reflections; they complete vocational

modules; they complete grammar exercises and written assignments.

Students prepare for a grammar test. STUDENT

PERFORMANCE OBJECTIVES:

Students will be able to recognize and repeat specific grammar points

(ex.: count/non-count nouns, impersonal statements and questions) as

they relate to their vocational fields.

1-17 Hours

CONTENT: Students focus on one specific grammar point (ex:

Present

continuous tense). They respond to a request to work overtime and

request and justify a day off. They work on their reading skills in a

self-paced environment. In

lab, students work in their individual

vocational modules (Retail, Hospitality Services, Construction, and

Food). HOMEWORK: Students keep a log to define new vocabulary, another

to write journal entries and reflections; they complete vocational

modules; they complete grammar exercises and written assignments.

Students prepare for a grammar test. STUDENT

PERFORMANCE OBJECTIVES:

Students will be able to repeat and recognize a specific grammar point

(ex.: present continuous tense) as it relates to their vocational fields.

1-17 Hours

CONTENT: Students focus on one specific grammar point (ex: possessives). They report accidents and offer emergency help.. They work on their reading skills in a self-paced environment. In lab, students work in their individual vocational modules (Retail, Hospitality Services, Construction, and Food). HOMEWORK: Students keep a log to define new vocabulary, another to write journal entries and reflections; they complete vocational modules; they complete grammar exercises and written assignments. Students prepare for a grammar test. STUDENT PERFORMANCE OBJECTIVES: Students will be able to repeat and recognize a specific grammar point (ex.: possessives) as it relates to their vocational fields.

1-17 Hours

CONTENT: Students focus on one specific grammar point (ex: future tense). They provide service to customers by counting money, making change, and accepting various types of payments. They work on their reading skills in a self-paced environment. In lab, students work in their individual vocational modules (Retail, Hospitality Services, Construction, and Food). HOMEWORK: Students keep a log to define new vocabulary, another to write journal entries and reflections; they complete vocational modules; they complete grammar exercises and written assignments. Students prepare for a grammar test. STUDENT PERFORMANCE OBJECTIVES: Students will be able to repeat and recognize a specific grammar point (ex.: future tense) as it relates to their vocational field.

1-17 Hours

CONTENT: Students focus on one specific grammar point (ex: past tense). Students discuss their job skills and experience in order to interview for a job. They work on their reading skills in a self-paced environment. In lab, students work in their individual vocational modules (Retail, Hospitality Services, Construction, and Food). HOMEWORK: Students keep a log to define new vocabulary, another to write journal entries and reflections; they complete vocational modules; they complete grammar exercises and written assignments. Students prepare for a grammar test. STUDENT PERFORMANCE OBJECTIVES: Students will be able to repeat and recognize a specific grammar point (ex.: past tense) as it relates to their

vocational field.
8-10 Hours
Review and final exam

METHODS OF INSTRUCTION:

There will be directed instruction, cooperative learning groups, pair work, one-to-one tutoring, computerized instruction.

REPRESENTATIVE TEXTBOOKS:

Instructor generated resources that are workplace- and/or industry-specific will be provided.

ARTICULATION and CERTIFICATE INFORMATION

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: J

Noncredit Category: A

Cooperative Education:

Program Status: 1 Program Applicable

Special Class Status: N

CAN:

CAN Sequence:

CSU Crosswalk Course Department:

CSU Crosswalk Course Number:

Prior to College Level: Y

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours:

Minimum Hours:

Course Control Number: CCC000599375

Sports/Physical Education Course: N

Taxonomy of Program: 493087