

**Course Outline**

**COURSE:** ESL 711                      **DIVISION:** 90                      **ALSO LISTED AS:**

**TERM EFFECTIVE:** Spring 2019                      **CURRICULUM APPROVAL DATE:** 10/09/2018

**SHORT TITLE:** NC ESL BASICS FOR BUSINESS

**LONG TITLE:** NC ESL Basics for YOUR Business

Units	Number of Weeks		Contact Hours/Week		Total Contact Hours
0	6	Lecture:	6	Lecture:	36
		Lab:	0	Lab:	0
		Other:	0	Other:	0
		Total:	6	Total:	36

**COURSE DESCRIPTION:**

This course is a beginning noncredit ESL course designed to introduce students to some of the basic concepts and vocabulary needed to become an entrepreneur. Students will review beginning ESL language structures through reading, writing, speaking, listening, and grammar exercises while exploring if entrepreneurship might be for them. Concurrent Noncredit ESL Computer Skills courses such as: Keyboarding Basics, Computer/Internet Basics, Word Processing Basics, Presentation Basics, Website Design Basics, and Excel Basics may be beneficial. **ADVISORY:** ESL 787 or ESL Assessment Recommendation.

**PREREQUISITES:**

**COREQUISITES:**

**CREDIT STATUS:** N - Non Credit

**GRADING MODES**

N - Non Credit

**REPEATABILITY:** R - Course may be repeated

Maximum of 99 times

**SCHEDULE TYPES:**

02 - Lecture and/or discussion

**STUDENT LEARNING OUTCOMES:**

1. Identify and use key aural information (main ideas, details, and inferences) to understand aural passages.

Measure of assessment: Pair, small and/or large group discussion, classroom exercises.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition, 3. Information Competency, 4. Social Interaction

2. Recognize and employ new topical vocabulary.

Measure of assessment: Aural/oral participation, interviews, role-play, extemporaneous speech, tests and quizzes.

Year assessed, or planned year of assessment: 2018

Semester: Spring

Institution Outcome Map: 1. Communication, 2. Cognition, 3. Information Competency, 4. Social Interaction, 6. Personal Development and Responsibility

3. Recognize stressed words and reductions in aural passages and use in speech.

Measure of assessment: Follow-up comprehension check, discussion of aural passages, oral performance in class, tests and quizzes.

Year assessed, or planned year of assessment: 2018

Semester: Spring

4. Demonstrate fluency of spoken English in oral or group oral presentations on assigned or self-selected topics.

Measure of assessment: Oral presentations.

Year assessed, or planned year of assessment: 2018

Semester: Spring

5. Demonstrate the ability to do research for use in presentations.

Measure of assessment: Oral presentations.

Year assessed, or planned year of assessment: 2018

Semester: Spring

6. Demonstrate the ability to take notes while listening to aural passages.

Measure of assessment: Performance of note-taking, pair or small group discussion, tests and quizzes.

Year assessed, or planned year of assessment: 2018

Semester: Spring

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

Curriculum Approval Date: 10/09/2018

12 Hours

Content: Students introduce each other and identify their goal(s) in taking this course. They discuss and define what it means to be an entrepreneur. They identify the traits and characteristics of a successful entrepreneur. They do self-analyses in order to discover their own personality traits, talents, and skills and then use this self knowledge to explore whether or not entrepreneurship might be for them. Students investigate the potential risks and rewards of entrepreneurship.

While exploring these topics, students may read and respond to beginning level passages related to entrepreneurship, work with new vocabulary, listen to or watch short audio/video clips, do simple online activities and quizzes, participate in pair work and small group discussions, fill out charts, and write sentences or short paragraphs. Beginning ESL language structures (i.e. basic verb tenses, descriptive adjectives, nouns, pronouns, modals, etc.) will primarily be addressed within the context of the entrepreneurial reading and audiovisual passages, but additional practice activities may be provided as necessary.

Student Performance objectives:

1. Identify the traits and characteristics of a successful entrepreneur and reflect upon and describe one's own personality traits and interests in entrepreneurship.
2. Identify the potential risks and rewards of entrepreneurship.

Out-of-Class Assignments: Read short passages, do online exercises, and write sentences and paragraphs related to entrepreneurship.

6 Hours

Content: Students articulate their personal goals and categorize them in terms of educational, financial, family and health goals. Students discuss what actions and materials they will need to realize their goals. Students define financial goals and how they relate to entrepreneurship. They create a personal budget. Students analyze the pros and cons of purchasing on credit. While exploring these topics students will be introduced to new vocabulary that is related to finance. They will participate in small group discussion and pair work. They will fill in charts and watch short video clips. They will respond to information questions and yes/no questions both orally and in written form.

Student Performance Objectives: Define financial goals and describe components of a family budget.

Out-of-Class Assignments: Read short passages, do online exercises, and write sentences and paragraphs related to entrepreneurship.

12 Hours

Content: Students utilize new vocabulary to discuss basic marketing concepts. They explore different types of businesses (product vs. service and indoor vs. outdoor) and select one that they are interested in. They evaluate it according to local demographics. They determine potential risks and obstacles a local business may experience throughout the year. They identify components of SWOT (Strengths, Weaknesses, Opportunities, and Threats) as they pertain to their business. They describe both personal benefits and consumer benefits. They create a basic marketing plan which includes: a description of the product or service, the capital needed, the identification of potential business competitors, the determination of a realistic price, and the selection of a brand name and advertising slogan. Students do a self-assessment of their marketing knowledge by completing a KWL Graphic Organizer (What I KNOW, What I WANT TO LEARN, What I have LEARNED).

Student Performance Objectives:

1. Describe the demographics of the targeted customer base for a potential business venture.
2. Choose a product or service and develop a basic marketing plan (with a focus on demographics, capital and advertising) to promote it.

Out-of-Class Assignments: Read short passages, do online exercises, complete graphic organizers, and write sentences and paragraphs related to entrepreneurship.

6 Hours

Content: Students create a business presentation. Students use Microsoft Word, Power Point, or hard copy materials to present their business plan. Students describe their business idea including the risks and rewards, financial realities, and prospective customers. They identify their skills and personality traits that will help them be successful. Students articulate the next steps, including short and long term goals, needed to become an entrepreneur.

While developing the final project students will review the topics that have been introduced in this course. They will utilize the new vocabulary. Students will respond to information questions regarding a business plan. They will create slides or hardcopy visual aides to express their ideas. They will present their business ideas in front of the class. Students will formulate responses, both oral and written, to each other's presentations.

Student Performance Objectives: Demonstrate and apply knowledge of the basic elements and skills needed for entrepreneurship.

Out-of-Class Assignment: Prepare oral presentation.

**METHODS OF INSTRUCTION:**

Lecture, pair and small group oral and written activities, reading and discussion, online activities, individual written exercises and practice.

**METHODS OF EVALUATION:**

Writing assignments

Percent of total grade: 20.00 %

Written homework.

Objective examinations

Percent of total grade: 60.00 %

Tests and quizzes.

Skill demonstrations

Percent of total grade: 20.00 %

Final class project/presentation.

**REPRESENTATIVE TEXTBOOKS:**

n/a

**ARTICULATION and CERTIFICATE INFORMATION**

Associate Degree:

CSU GE:

IGETC:

CSU TRANSFER:

Not Transferable

UC TRANSFER:

Not Transferable

SUPPLEMENTAL DATA:

Basic Skills: B

Classification: K

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: F

Non Credit Enhanced Funding: Y

Funding Agency Code: A

In-Service: N

Occupational Course: E

Maximum Hours: 36

Minimum Hours: 36

Course Control Number: CCC000592474

Sports/Physical Education Course: N

Taxonomy of Program: 493087