

Pass/No Pass grading. (Course may be taken one time for a maximum of 3 units. (Units do not apply toward AA/AS degree.)

6. **Student Learning Outcomes** (Identify 1-6 expected learner outcomes using active verbs.)

Upon successful completion of the course, the student will be able to:

I. (Vocabulary) Demonstrate mastery of low-intermediate-level vocabulary by completing "fill in the blank" sentences with vocabulary words, and/or matching vocabulary words with definitions, and/or using vocabulary appropriately in written high-beginning to low-intermediate-level sentences.

II. (Grammar/Writing) Use high-beginning to low-intermediate-level grammar structures by producing grammatically accurate simple written sentences, and/or completing "fill in the blank" sentences with the appropriate grammar structure.

III. (Listening) Comprehend most of a high-beginning to low-intermediate-level, short, non-academic conversation on a personal or work-related topic by selecting an appropriate response, and/or matching a conversation to an image.

IV. (Speaking) Orally respond with sufficient completeness, accuracy, and fluency to high-beginning to low-intermediate-level questions about personal or work-related topics in order to be understood by a listener.

V. (Reading) Read and comprehend high-beginning to low-intermediate-level material well enough to select appropriate answers to questions about the content.

7. **Course Objectives** (Identify specific teaching objectives detailing course content and activities. *For some courses, the course objectives will be the same as the student learning outcomes. If this is the case, please simply indicate this in this section).*

Same as Student Learning Outcomes.

8. **Course Content** (Brief but complete topical outline of the course that includes major subject areas [1-2 pages]. Should reflect all course objectives listed above. In addition, you may attach a sample course syllabus with a timeline.)

*NOTE: This course may include theme or topical based units and present the following skill areas organized from easy to difficult or frequent to less frequent. Following a description of course content will be a suggested sequence of themes, however this is meant to be an example and not intended to be strictly followed. The text materials selected by the instructor should largely influence the organization of units.

I. **VOCABULARY:** Demonstrate mastery of low-intermediate-level vocabulary by completing "fill in the blank" sentences with vocabulary words, and/or matching vocabulary words with definitions, and/or using vocabulary appropriately in written high-beginning to low-intermediate-level sentences (may include, but not limited to the following):

A. Recognize and use taught vocabulary in various activities.

B. Actively seek out and learn work-related vocabulary new to the individual student.

1. Submit a weekly personalized vocabulary journal with new work-related words and phrases.

II. GRAMMAR/WRITING: Use high-beginning to low-intermediate-level grammar structures by producing grammatically accurate written sentences, and/or completing "fill in the blank" sentences with the appropriate grammar structure.

A. High-beginning to low-intermediate-level grammar structures (may include, but not limited to the following):

1. Verb tenses: simple and progressive tenses in affirmative, negative, and interrogative forms plus short answers
2. Grammatical terminology: tense, noun (count vs. non-count), pronoun (subject, object, and possessive), verb (regular and irregular), preposition, adjective, and adverb
3. Adverbs of frequency
4. Contractions
5. Prepositions
6. Articles
7. Some Modals
8. Comparative & Superlative adjectives
9. Introduction to the present perfect tense

B. Beginning-level word order

1. Simple statements (S-V-O, S-V-Adj, S-V-prepositional phrase, S-V-place-time)
2. Simple questions (yes/no questions, WH questions)
3. Negative statements (position of "not")

C. Beginning-level punctuation rules

III. LISTENING: Comprehend most of a high-beginning to low-intermediate-level, short, non-academic conversation on a personal or work-related topic by selecting an appropriate response, and/or matching a conversation to an image. (may include, but not limited to the following):

A. Understand the general content of a conversation and be able to answer questions about that content.

IV. SPEAKING: Orally respond with sufficient completeness, accuracy, and fluency to high-beginning to low-intermediate-level questions about personal or work-related topics in order to be understood by a listener. (may include, but not limited to the following):

- A. Provide enough details so the response is considered complete.
- B. Use appropriate stress, intonation, pause, and pronunciation of the major English speech sounds.

V. READING: Read and comprehend high-beginning to low-intermediate-level material well enough to select appropriate answers to questions about the content. (may include, but not limited to the following):

A. Read high-beginning to low-intermediate-level statements, paragraphs, forms, or advertisements for specific information and details.

B. Guess meaning from context.

C. Recognize and comprehend specific taught vocabulary words.

- D. Recognize basic grammatical cues.
- E. Recognize pronoun reference.
- F. Follow basic written directions.

VI. CROSS-CULTURAL COMMUNICATION: Further develop an understanding of American culture with respect to employee/employer expectations and norms (may include, but not limited to the following):

- A. Learn about American cultural norms relating to the work environment.
- B. Get and give basic information in role-playing situations with co-workers, customers, and supervisors (e.g., expressing/comprehending expectations).

VII. WORK-RELATED CONTENT: Improve understanding of employer operations including safety regulations, hiring and evaluating procedures, and employee rights (may include, but not limited to the following):

- A. Learn about job specific safety regulations.
- B. Learn about rights on the job.
- C. Read and discuss evaluations.
- D. Negotiate for a promotion or specific benefits (role play situation).

Example sequence of unit or section themes (from Put English To Work Level 2):

1. Job Services:
 - a. Identifying and using sources of information about jobs
 - b. Talking about work experience and objectives
2. Help Wanted:
 - a. Interpreting information in help wanted ads
 - b. Stating the purpose of a phone call
3. Appointments and Interviews:
 - a. Arranging for job interviews
 - b. Appropriate interview questions and responses
 - c. Interpreting simple application forms
 - d. Understanding systems
4. Payday
 - a. Understanding paychecks and basic deductions
 - b. Calculating gross and net pay
5. Teamwork
 - a. Working cooperatively with others
 - b. Reporting an absence
 - c. Understanding basic job actions
 - d. Participating as a member of a team

- e. Allocating human resources
 - f. Working with people of culturally diverse backgrounds
6. Supply Orders
 - a. Identifying tools, equipment, and materials for one's job
 - b. Interpreting codes and sizes on forms
 - c. Allocating material resources
 7. Write It Down
 - a. Interpreting job-related forms and recording information
 - b. Understanding transmittal forms, time sheets, and schedules
 - c. Organizing and maintaining information
 - d. Understanding systems
 8. Performance reviews
 - a. Identifying behavior and other factors affecting job retention
 - b. Giving praise/criticism and responding appropriately
 - c. Teaching others
 - d. Allocating human resources
 9. Job Promotions
 - a. Understanding factors affecting job advancement
 - b. Identifying job training needs
 - c. Making appropriate personal requests
 10. Benefits
 - a. Understanding the basics of company health benefits
 - b. Interpreting and filling out medical history forms
 - c. Understanding social systems
9. **Representative Instructional Methods** (Describe instructor-initiated teaching strategies that will assist students in meeting course objectives. Include examples of out-of-class assignments, required reading and writing assignments, and methods for teaching critical thinking skills.)
If hours by arrangement are required by this course, indicate the additional instructional activity which will be provided during this time.
- A. Suggested teaching strategies that will assist students in meeting course objectives (may include, but not limited to the following):
1. Demonstrate linguistic structures/vocabulary on the board/OHP (grammar and vocabulary should be contextualized).
 2. Use inductive methods to elicit students' prior knowledge of the target linguistic structure/skill.
 3. Use student-centered activities in pairs/groups (organized by occupation when focusing on trade specific content).
 4. Give regular quizzes on vocabulary and linguistic structures to assess students' knowledge and skills.
 5. Use peer feedback and evaluation to encourage collaboration and create awareness of peer/co-worker expectations.
 6. Incorporate all or most skill areas into a variety of instructional activities.
 7. Offer multiple opportunities for practicing presentations in a non-critical environment before the assessment is done.
 8. Bring in guest speakers to discuss trade specific content.
 9. Discuss and demonstrate various examples of communication breakdown caused by cultural factors.

10. Offer a variety of role-playing activities.

B. Required in-class and out-of-class assignments (may include, but not limited to the following topics):

*NOTE: Students should be held accountable for vocabulary and linguistic skills previously taught. Additionally, assignments may vary by trade. For example, assignments for horticulture students should vary from students in the hospitality industry and so on. These choices would be made by the instructor based on the trades represented in the class during that particular semester.

1. Daily written homework assignments which require students to recall, identify, and use elements of the day's lesson, including workbook activities, short written assignments, as related to the curriculum.
2. Critical thinking activities, such as analyzing context in order to interpret unfamiliar vocabulary, categorizing words with correct grammatical terminology, evaluating, sequencing, and revising work in a pair or group context.
3. A weekly personalized vocabulary journal comprised of work-related words and phrases new to and selected by the individual student. Each word should be accompanied by its definition and example sentences using the new word/phrase accurately.
4. A research assignment followed by an oral presentation on the safety regulations of the individual students' current or desired job.
5. To supplement coursework, students may use tutoring, media, and text resources in the Reading and ESL Center.

10. **Representative Methods of Evaluation** (Describe measurement of student progress toward course objectives. Courses with required writing component and/or problem-solving emphasis must reflect critical thinking component. If skills class, then applied skills.)

Methods of evaluation may include, but are not limited to, the following:

A. Participation

B. In-class performance in aural and oral activities (e.g., presentations, conversations, role-plays, discussions, readings, dictations).

C. Performance on homework and out-of-class activities

D. Quizzes/Tests on linguistic skills and work-related content

1. Quizzes/Tests on linguistic skills may include: grammar, vocabulary, listening, reading, writing, and speaking skills
2. Quizzes/Tests on work-related content (may include, but not limited to): vocabulary use and comprehension and knowledge of safety requirements, employer operations, and cultural norms

E. Peer evaluations

11. **Representative Text Materials** (With few exceptions, texts need to be current. Include publication dates.)

For a classroom textbook:

Workplace Plus 2 with Grammar Booster, 1st Ed, Tim Collins & Joan Saslow (Pearson Longman, 2005); Put English to Work Level 2, 1st Ed, Janet Podnecky (Houghton Mifflin, 1996); Downtown 2

English for Work and Life, Edward J. McBride (Heinle Cengage Learning, 2008); On-the-Job English, Christy M. Newman (Alta Books, 2000)

Due to the nature of this course, materials containing trade/employer specific content is recommended in addition to a traditional textbook. After an initial assessment of the students, the instructor may choose supplemental or lab materials including, but not limited to the following:

General:

Workplace Plus Job Packs (Pearson Longman, 2003); Agriculture, Construction, Child Care, Office Skills: sets of packaged curriculum (VESL/Workplace Clearinghouse Catalog, dates vary); At Work in the US: Readings & Language for Job Success (New Readers Press, 2003); Conversations for Work, Ellen Vacco & Paula Jablon, (New Readers Press, 2007); Key Vocabulary for a Safe Workplace, Harry Ringel (Alta Books, 2000); Workplace English, Ronna Timpa (Alta Books, 2004)

Construction:

Constructionary: English-Spanish Construction Dictionary, 2nd Edition, Alberto Herrera (Alta Books, 2006)

Food Services:

Make Your Mark in Food Service, Rosemary Grebel & Phyllis Pogrund (Contemporary Books McGraw Hill, 1996); English for Restaurant Workers 2nd Ed, Renee Talalla (Compass Publishing, 2008)

Health Services:

Make Your Mark in Health Service, Phyllis Pogrund & Rosemary Grebel (Contemporary Books McGraw Hill, 1996)

Hospitality Services:

Everday English for Hospitality Professionals: A Picture Process Dictionary, Lawrence J. Zwier and Nigel Caplan (Alta Books, 2007); Hotel English, 2nd Edition, Ronna Timpa (Alta Books, 2006); Highly Recommended: English for the Hotel and Catering Industry, Trish Stott and Rod Revelle (Oxford, 2004); Make Your Mark in the Hotel Industry, Phyllis Pogrund & Rosemary Grebel (Contemporary Books McGraw Hill, 1996)

Retail:

Make Your Mark in Retail Jobs, Rosemary Grebel & Phyllis Pogrund (Contemporary Books McGraw Hill, 1996)

Miscellaneous:

A Grab Bag of Work: Word-Related Activities for ESL Classrooms (photocopiable), Elizabeth Ganong and Dan Ingram (Alta Books, 2004); Cathy's Job Interview Cards (Alta Books, 2002); 150 Job Application Words (Walch Publishing, 1991); Dilemma in the Workplace (Siboney Learning Group, 2001); *Game* Workplace Skills Game: Learning How to Function on the Job, Janie Haugen-McLane (Alta Books, 1991)

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