

CATALOG INFORMATION

Dept and Nbr: ESL 724 Title: VOCATIONAL ESL
Full Title: Vocational English for Speakers of Other Languages
Last Reviewed: 12/10/2018

Units		Course Hours per Week		Nbr of Weeks	Course Hours Total	
Maximum	0	Lecture Scheduled	3.00	17.5	Lecture Scheduled	52.50
Minimum	0	Lab Scheduled	0	6	Lab Scheduled	0
		Contact DHR	0		Contact DHR	0
		Contact Total	3.00		Contact Total	52.50
		Non-contact DHR	0		Non-contact DHR	0

Total Out of Class Hours: 105.00

Total Student Learning Hours: 157.50

Title 5 Category: Non-Credit
Grading: Non-Credit Course
Repeatability: 27 - Exempt From Repeat Provisions
Also Listed As:
Formerly:

Catalog Description:
Provides English language development and cultural preparation of intermediate and advanced level non-native speakers for employment. Multi-level instruction includes group activities in listening, speaking, reading and writing for the workplace. Enrollment is open throughout the semester on a space available basis.

Prerequisites/Corequisites:

Recommended Preparation:
Course Completion of EMLS 714 (or ESL 714)

Limits on Enrollment:

Schedule of Classes Information:
Description: Provides English language development and cultural preparation of intermediate and advanced level non-native speakers for employment. Multi-level instruction includes group activities in listening, speaking, reading and writing for the workplace. Enrollment is open throughout the semester on a space available basis. (Non-Credit Course)
Prerequisites/Corequisites:

Recommended: Course Completion of EMLS 714 (or ESL 714)

Limits on Enrollment:

Transfer Credit:

Repeatability: Exempt From Repeat Provisions

ARTICULATION, MAJOR, and CERTIFICATION INFORMATION:

AS Degree:	Area	Effective:	Inactive:
CSU GE:	Transfer Area	Effective:	Inactive:
IGETC:	Transfer Area	Effective:	Inactive:
CSU Transfer:		Effective:	Inactive:
UC Transfer:		Effective:	Inactive:

CID:

Certificate/Major Applicable:

Certificate Applicable Course

COURSE CONTENT

Student Learning Outcomes:

At the conclusion of this course, the student should be able to:

1. Demonstrate oral and written language use necessary to communicate appropriately in the world of work.
2. Demonstrate appropriate cultural behaviors required to interact and function in a work environment.
3. Utilize job-seeking skills effectively.
4. Use community resources and demonstrate familiarity with internet skills pertaining to job search, job training and workers' rights.

Objectives:

At the conclusion of this course, the student should be able to:

1. Identify and communicate vocational information and goals pertaining to past, present, and future employment, verbally and in writing.
2. Read and fill out applications and forms related to the workplace.
3. Search for, identify, and follow up employment opportunities in person and by phone.
4. Communicate verbally with supervisors and co-workers regarding job duties, work instructions and safety procedures.
5. Understand and follow protocol to report or resolve safety issues verbally and in writing.
6. Know workers' rights, including wages, safety and breaks.
7. Refer to community resources pertaining to vocational training, goals, opportunities and problems.

Topics and Scope:

I. Listening and Speaking Skills:

- A. Use culturally appropriate greetings, polite expressions, and registers of speech with managers, co-workers, customers, and personnel
- B. Ask for assistance, clarification, or information related to the job search by telephone or in

- person
- C. Describe vocational and academic history, transferable skills, worker traits, and goals in a job interview
 - D. Communicate with supervisors about absences, tardiness, work expectations, progress evaluations, promotions and safety issues
 - E. Comprehend and respond to directions and commands, asking for clarification and/or checking for understanding in person or by phone
 - F. Express opinions or grievances, communicating conflicts, negotiating a schedule, questioning or interrupting co-workers or supervisors, requesting clarification
 - G. Explain workers' rights, including safety equipment, wages and breaks
- II. Reading:
- A. Interpret signs and labels for directions, cautions, and warnings
 - B. Read work schedules and time cards
 - C. Comprehend written instructions, memos, procedures, or checklists at work
 - D. Read job applications and resumes
 - E. Comprehend evaluations at work
 - F. Understand job search resources in the community and on-line, including classified ads, networking, job boards, employment agencies, etc.
 - G. Read narratives and personal stories about work experiences and job search
- III. Writing:
- A. Fill out paperwork related to job search, including online applications
 - B. Write about work (narratives, experiences, goals, etc)
 - C. Complete reports regarding work accidents, injuries or other problems including unsafe work conditions, harassment, or other situations/incidents

Assignment:

- 1. Objective exams (1-2) and quizzes (0-8)
- 2. Preparation of student portfolio (1)
- 3. Use of technology such as the Internet, ESL websites and software to improve reading, listening, vocabulary, spelling, conversation and pronunciation skills related to the world of work (ungraded)
- 4. Self-study through DVD viewing and corresponding homework packets that support communication in English pertaining to work issues and job search (ungraded)

Writing assignments (7 - 15), such as:

- 1. Work narratives
- 2. Written summaries of vocational, educational, and personal skills
- 3. Personal responses to interview questions and a summary of work, academic, and personal skills
- 4. Paragraphs

Problem-Solving assignments (5 - 15), such as:

- 1. Sample employment applications
- 2. Grammar exercises
- 3. Vocabulary development

Skill Demonstration assignments (7 - 21), such as:

- 1. Role-plays
- 2. Oral descriptions from pictures
- 3. Presentations of group and individual projects
- 4. Surveys and interviews

5. Recorded conversations
6. Accessing information from community resources
7. Compiling past employment information
8. Dictations

Methods of Evaluation/Basis of Grade:

Writing: Assessment tools that demonstrate writing skills and/or require students to select, organize and explain ideas in writing.

Writing Assignments

Writing 30 - 40%

Problem Solving: Assessment tools, other than exams, that demonstrate competence in computational or non-computational problem solving skills.

Problem-solving Assignments

Problem solving 10 - 20%

Skill Demonstrations: All skill-based and physical demonstrations used for assessment purposes including skill performance exams.

Skill Demonstrations

Skill Demonstrations 10 - 20%

Exams: All forms of formal testing, other than skill performance exams.

Multiple choice, true/false, matching items, completion, quizzes, exams

Exams 10 - 20%

Other: Includes any assessment tools that do not logically fit into the above categories.

Attendance, participation, student portfolio
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Other Category 20 - 30%

Representative Textbooks and Materials:

Road to Work: Applying and Interviewing. Magy, Ronna. New Readers Press. 2017

Road to Work: Succeeding on the Job. Magy, Ronna. New Readers Press. 2017

Oxford Picture Dictionary Workplace Skills Builder. 2nd ed. Adelson-Goldstein, Jayme and Shapiro, Norma and Fuchs, Marjorie. Oxford University Press. 2014 (classic)

Ventures: Transitions Level 5. Price, Donna and Savage, Lynn and Bitterlin, Gretchen. Cambridge University Press. 2010 (classic)

Instructor prepared materials