

Glendale College

Course Outline of Record Report

Course ID 010614
Created - September 2023

ESL95 : English as a Second Language Advanced Conversation for Employment

General Information

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| Author: | <ul style="list-style-type: none"> Paul Mayer Sato, Naomi |
| Course Code (CB01) : | ESL95 |
| Course Title (CB02) : | English as a Second Language Advanced Conversation for Employment |
| Department: | NESLD |
| Proposal Start: | Fall 2024 |
| TOP Code (CB03) : | (4930.87) English as a Second Language–Integrated |
| CIP Code: | (32.0108) Developmental/Remedial English. |
| SAM Code (CB09) : | Non-Occupational |
| Distance Education Approved: | No |
| Will this course be taught asynchronously?: | No |
| Course Control Number (CB00) : | CCC000640604 |
| Curriculum Committee Approval Date: | 09/27/2023 |
| Board of Trustees Approval Date: | 11/21/2023 |
| Last Cyclical Review Date: | 09/27/2023 |
| Course Description and Course Note: | ESL 95 helps advanced students improve oral communication, listening comprehension, and vocabulary in a workplace context. Students participate in work and career-related class discussions, presentations, and role plays while focusing on cultural subtleties and conversational strategies. |
| Justification: | New Course |
| Academic Career: | <ul style="list-style-type: none"> Noncredit |
| Author: | <ul style="list-style-type: none"> Paul Mayer |

Academic Senate Discipline

| | |
|-----------------------|---|
| Primary Discipline: | <ul style="list-style-type: none"> ESL: Non-Credit Instruction |
| Alternate Discipline: | No value |
| Alternate Discipline: | No value |

Course Development

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|---------------------------|------------------------------------|---------------|
| Basic Skill Status (CB08) | Course Special Class Status (CB13) | Grading Basis |
|---------------------------|------------------------------------|---------------|

Course is not a basic skills course.

Course is not a special class.

• Pass / No-Pass Only

Allow Students to Gain Credit by Exam/Challenge

Pre-Collegiate Level (CB21)

Course Support Course Status (CB26)

Two levels below transfer,

Course is not a support course

Transferability & Gen. Ed. Options

General Education Status (CB25)

Not Applicable

Transferability

Not transferable

Transferability Status

Not transferable

Units and Hours

Summary

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| Minimum Credit Units (CB07) | 0 |
| Maximum Credit Units (CB06) | 0 |
| Total Course In-Class (Contact) Hours | 45 - 112 |
| Total Course Out-of-Class Hours | 90 - 224 |
| Total Student Learning Hours | 135 - 336 |

Credit / Non-Credit Options

Course Type (CB04)

Non-Credit

Noncredit Course Category (CB22)

English as a Second Language (ESL).

Noncredit Special Characteristics

No Value

Course Classification Code (CB11)

Other Non-Credit Enhanced Funding.

Variable Credit Course

Funding Agency Category (CB23)

Not Applicable.

Cooperative Work Experience Education

Status (CB10)

Weekly Student Hours

Course Student Hours

| | In Class | Out of Class |
|------------------|-----------------|---------------------|
| Lecture Hours | 45 - 112 | 90 - 224 |
| Laboratory Hours | 0 | 0 |
| Studio Hours | 0 | 0 |

| | |
|--|----------|
| Course Duration (Weeks) | 18 |
| Hours per unit divisor | 54 |
| Course In-Class (Contact) Hours | |
| Lecture | 45 - 112 |
| Laboratory | 0 |
| Studio | 0 |

| | |
|--------------|----------|
| Total | 45 - 112 |
|--------------|----------|

Course Out-of-Class Hours

| | |
|--------------|----------|
| Lecture | 90 - 224 |
| Laboratory | 0 |
| Studio | 0 |
| Total | 90 - 224 |

Time Commitment Notes for Students

No value

Pre-requisites, Co-requisites, Anti-requisites and Advisories
Advisory

ESL45 - English as a Second Language for Work Level 4

Objectives

- Demonstrate communicative competence with level-appropriate grammar structures and vocabulary in a variety of workplace situations.
- Demonstrate mastery of grammatical structures at a level sufficient to pass unit tests and division grammar mastery test for this level.
- Write a multi-paragraph cover letter or work-related composition that contains an introductory paragraph, body paragraphs, and a conclusion.
- Demonstrate comprehension of the majority of face-to-face speech, recorded and live dialogues, and lectures, although some repetition may be required.
- Read and interpret a variety of authentic workplace documents that may include readings up to 3,000- reading passages, make inferences, and summarize information.

OR

Advisory

ESL40 - ENGLISH AS A SECOND LANGUAGE LEVEL 4

Objectives

- Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests and the divisional grammar mastery test for this level.
- Write a three-paragraph composition that contains an introductory paragraph, a body, and a conclusion.
- Converse at a functional level adequate for everyday use on the campus and in the community.
- Demonstrate understanding of the majority of face-to-face speech, recorded, and live dialogues in standard dialect at a normal rate, although some repetition may be required.
- Decode 3,000-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.
- Approximate standard American pronunciation well enough to be understood by typical fluent speakers of English.

OR

Advisory

ESL57 - English as a Second Language College Readiness Level 5

Objectives

- Organize and write a five-paragraph essay that contains a thesis statement, introductory paragraph, body, and conclusion.
- Demonstrate mastery of grammatical structures studied at a level sufficient to pass unit tests which may be given and the divisional grammar mastery test for this level.
- Converse at a functional level adequate for everyday use on the campus and in the community.
- Demonstrate use of the majority of direct and indirect speech in standard and regional dialects at a normal rate.
- Analyze 3500-word academic reading passages, identify main ideas, supporting details, make inferences, and summarize passages.

OR**Advisory****ESL50 - ENGLISH AS A SECOND LANGUAGE LEVEL 5****Objectives**

- Demonstrate mastery of grammatical structures studied at a level sufficient enough to pass unit tests and the divisional grammar mastery test for this level.
- Write a five-paragraph essay that contains a thesis-statement, introductory paragraph, body and conclusion.
- Converse at a functional level adequate for everyday use on the campus and in the community.
- Demonstrate understanding of the majority of direct and indirect speech in the standard and regional dialects at a normal rate.
- Decode 3,500-word reading passages, identify main ideas and supporting details, make inferences, and summarize short passages.

Entry Standards

Entry Standards

No value

Specifications**Methods of Instruction**

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| Methods of Instruction | Collaborative Learning |
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| Methods of Instruction | Discussion |
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| Methods of Instruction | Field Activities (Trips) |
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| Methods of Instruction | Lecture |
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| Methods of Instruction | Multimedia |
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| Methods of Instruction | Presentations |
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Out of Class Assignments

- Prepare presentations and/or role plays
- Research topics for class presentations
- Read or listen to excerpts related to topics presented in class
- Lab/online assignments including listening or vocabulary building activities

Methods of Evaluation**Rationale**

Activity (answering journal prompt, group activity)

Teacher-student and student-student conversations to test listening comprehension and speaking ability

Presentation (group or individual)

Speeches, presentations, debates, summaries, critiques

Other

Interviews

Activity (answering journal prompt, group activity)

Pair and small group conversations, role plays, and dialogues

Textbook Rationale

What's Ahead?: Transitioning from Adult Education to a Career (2013), Workwise: Getting a Job (2017), and Workwise: Starting a Job (2017) have newer editions pending; in the meantime, these are the most current editions of these kinds of textbooks.

Textbooks

| Author | Title | Publisher | Date | ISBN |
|-----------------------------------|---|-----------------------|------|-------------------|
| Bob Dignen and Lucas Foster | Communicating in Business English 1 | Compass Publishing | 2020 | 978-1-64015-622-7 |
| Bob Dignen and Lucas Foster | Communicating in Business English 2 | Compass Publishing | 2020 | 978-1-64015-623-4 |
| Barbara D'Emilia and Ruth Ticktin | What's Ahead?: Transitioning from Adult Education to a Career | Pro Lingua Associates | 2013 | 978-0-86647-352-1 |
| Cynthia Macleary | Workwise: Getting a Job | New Readers Press | 2017 | 978-1-56420-191-1 |
| By Cynthia Macleary | Workwise: Starting a Job | New Readers Press | 2017 | 978-1-56420-192-8 |

Other Instructional Materials (i.e. OER, handouts)

No Value

Materials Fee

No value

Learning Outcomes and Objectives

Course Objectives

Communicate ideas and questions at an advanced level for everyday use in the workplace.

Create and perform work-related presentations while applying knowledge of culturally appropriate styles using effective body language and language intensity.

Collect and use vocabulary as needed to discuss class topics and present material to peers.

Speak at an advanced level of fluency for the workplace.

SLOs

Discuss familiar and unfamiliar work-related topics actively asking questions and adding information.

Expected Outcome Performance: 0.0

Plan and present an extended work-related interactive presentation(s) using Level 4 and 5 grammar and vocabulary.

Expected Outcome Performance: 0.0

Course Content

Lecture Content

Speaking (20-50 hours)

- Pronunciation
- Reductions in rapid speech
- Formal and informal language
- Oral workplace communication skills
- small talk
- speaking with coworkers, supervisors, customers
- asking for advice or help
- problem-solving
- responding to criticism
- giving instructions
- asking for permission
- negotiating
- proposing an idea
- convincing someone
- disagreeing
- decision-making
- socializing
- telephone calls
- Presentation skills
- Introduction, body, and conclusion
- Presenting information individually or On a Team
- Using online presentation tools, social media, etc.
- Body language and gestures
- meetings (in-person, online)
- sales presentations

- elevator pitch
- Role plays in the workplace (e.g. interviews, telephone English, meetings, sales, customer service)
- Panel discussions
- Summaries of readings or experiences
- Idiomatic language
- Peer critiquing of presentations
- Group discussions, teamwork, meetings
- Interviews

Listening (8-19 hours)

- Vocabulary enrichment
- Inferring meaning
- Using context clues
- Comprehension
- Prediction
- Main idea
- Summarizing

Grammar (3-7 hours)

- Verb tenses
- Clauses
- Passive voice

U.S. American English and Culture in the Workplace (5-8 hours)

- Workplace rights, values, customs, and etiquette
- Body language
- Turn-taking
- Topics related to diversity in the US including defining race, bias, disability, stereotype, equity and inclusion with discussions of state and local regulations, initiatives, and mandates.

Other Workplace Topics (9-28 hours)

- Workplace Issues with coworkers, supervisors, customers
- Job Search
- Interviewing
- On-the-job communication
- Using social media and content creation for business

Total Hours = 45-112