

# ELL A043N: INTERMEDIATE ENGLISH SKILLS FOR CAREER PREPARATION

Item	Value
Curriculum Committee Approval Date	12/06/2023
Top Code	493087 - English as a Second Language - Integrated
Units	0 Total Units
Hours	36 Total Hours (Lecture Hours 36)
Total Outside of Class Hours	0
Course Credit Status	Noncredit (N)
Material Fee	No
Basic Skills	Basic Skills (B)
Repeatable	Yes; Repeat Limit 99
Grading Policy	P/NP/SP Non-Credit (D)

## Course Description

This course is the first of two courses in a high-intermediate course series for adult English language learners seeking to improve their employability in the United States. The primary goal of this course is to help students develop the English skills necessary to obtain a job in the U.S., explore potential career paths, and familiarize them with the cultural expectations, rules, and regulations of the American workplace. Noncredit. NOT DEGREE APPLICABLE. ADVISORY: ELL A046N or ELL A047N. Not Transferable.

## Course Level Student Learning Outcome(s)

1. Students will apply knowledge of pronunciation rules, composition and work-related vocabulary to search, apply and interview for a new job.
2. Students will demonstrate understand basic cultural and legal elements of the U.S. workplace
3. Students will use knowledge of the U.S. job market and the U.S. educational system to identify and explore potential career paths.

## Course Objectives

- 1. use key terms to search various media for a suitable job opening
- 2. apply concepts to idea development, organization and rhetorical situation to complete written documentation commonly required when applying for a job.
- 3. use increased control of English intonation, rhythm and production of problematic phonemes when answering questions typical of a job interview
- 4. describe basic laws, rules and regulations of the U.S. workplace
- 5. provide specific illustrations and details supporting a claim about previous experience or skill
- 6. use specific vocabulary to describe personal characteristics, skills, and tasks related to the workplace

## Lecture Content

Job Exploration Assessing ones skills and qualifications Soft skills Hard skills Exploring job and career opportunities Career fields Certificate and degree programs Job outlook Job salary Job description of skills, duties and education needed Job serching preparation Job searching tools Internet Networking Ads Staffing agencies Job fairs Campus resources Applying for jobs Filling out applications Online and web-based Standard English Conventions Writing resumes and cover letters format purpose cultural differences Interviews e="font-size: medium;">Face-to-face, panel, video Cultural expectations Work-related forms, laws, rules and regulations I-9 OSC E-Verify Fair employment practices Taxes Safety Vocabulary Nouns--skills, tasks Verbs--job duties, resume verbs Adjectives--personal characteristics Adverbs--to describe job tasks Speaking Nonverbal messages Pronunciation long and short vowels aspiration stress patterns intonation Writing Idea development Focus Organization Revising Editing Audience Reading Scanning Skimming Abbreviations

## Method(s) of Instruction

- Enhanced NC Lect (NC1)
- Online Enhanced NC Lect (NC5)
- Live Online Enhanced NC Lect (NC9)

## Instructional Techniques

1. Demonstration
2. Task-based instruction
3. Role-playing
4. Simulation
5. Socio-drama

## Reading Assignments

Students wil spend at least 1 hour per week reading about the cultural expectations of the U.S. workplace, descriptions of potential work-related situations and learning new phrases and vocabulary appropriate for such situations. Students will spend at least 0.5 hours per week reading about grammar rules and English Standard Conventions.

## Writing Assignments

Students will spend at least 1.5 hours per week practicing writing concise, grammatical sentences and adjusting to various audiences.

## Out-of-class Assignments

Students will spend at least 1 hour weekly completing exercises focused on English pronunciation, stress and intonation. Students will spend at least 1 hour per week learning vocabulary specific to their desired field.

## Demonstration of Critical Thinking

Students will analyze their skills sets and compare them to job opportunities; then, they will explain, orally or in wriring how their experience, education or skills meet the job requirements.

## Required Writing, Problem Solving, Skills Demonstration

Students will apply their knowledge of idea development, grammar, Standard English Conventions, and audience to revise their cover letter and resume to address two different job advertisements.

## Eligible Disciplines

ESL: Masters degree in TESL, TESOL, applied linguistics with a TESL emphasis, linguistics with a TESL emphasis, English with a TESL emphasis, or education with a TESL emphasis OR bachelors degree in TESL, TESOL, English with a TESL certificate, linguistics with a TESL certificate, applied linguistics with a TESL certificate, or any foreign language with a TESL certificate AND masters degree in linguistics,

applied linguistics, English, composition, bilingual/bicultural studies, reading, speech, or any foreign language OR the equivalent. Masters degree required.

### **Textbooks Resources**

1. Required TCC Learning. WorkWise: Choosing a Job, ed. New Readers Press, 2017 2. Required TCC Learning. WorkWise: Getting a Job, 1st ed. New Readers Press, 2017 3. Required Bitterlin, G., Johnson, D., Price, D., Ramirez, S., Savage, L.. Ventures: Transitions, 2nd ed. Cambridge, 2017 Rationale: This book will provide students with support to increase the vocabulary most commonly used in the workplace.