



ESL 510 - English for Work 1

## Catalog Entry

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**Discipline** English As a Second Language

**Course Number** 510

**Course Title** English for Work 1

**Former Title** ESL: English for Work 1

**Total hours of instructions required to achieve course objectives:** 96.000 - 216.000

**Min Credit:** 0.000

## Catalog Description

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Prepares beginning level non-native English-speaking students to enter the workforce for general or specific occupations. Focuses on workplace communication, work-related vocabulary skills, job applications and postings, workplace safety and issues, and vocational readings with emphasis on verbal communication through basic language skills instruction.

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**Classification Code** K - Other Noncredit Enhanced Funding

**Transfer Code** C - Not transferable

**SAM Priority Code** E - Non-Occupational

**TOPS Code** 4930.87 - English as a Second Language - Integrated

**Repeatability Code** CE - Continuing Education

**Open Entry/Exit** Yes

**Grading Options** Pass/Satisfactory Progress/No Pass

## CIC Approval

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04/10/2023

## Student Learning Outcomes

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Upon completion of this course, the student should be able to:

1. **Use basic communicative skills to ask for clarification and answer simple questions.**
2. **Interpret information from basic work-related documents (e.g., schedules, charts, paychecks).**

## Course Objectives

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1. Ask simple questions and participate in basic conversations, interviews, and social situations in the workplace.
2. Interpret simple words and phrases on workplace topics.
3. Scan for and interpret work safety signs, charts, schedules, and other workplace information.
4. Construct simple sentences to communicate through emails, notes, memos, and simple work forms.
5. Apply soft skills for positive interactions with co-workers, customers, and employers.
6. Utilize basic digital literacy skills for emailing, searching for jobs, creating accounts, and other areas related to employment.

## Course Content

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(Include major topics of the course, time required, and what the student is expected to learn.)

### Course Lecture Content

*The ESL Program recognizes that students' race, ethnicity, linguistic background, and socioeconomic status can provide a rich source of background knowledge and foundational strengths from which to tap into as they build mastery of their English literacy.*

#### Listening (16-35 hours):

- Active listening for simple directions and work-related instructions
- Simple words and phrases drawn from vocational topics
- Basic commands and warnings

#### Speaking (16-35 hours):

- Statements to make simple requests
- Simple question formation to participate in basic conversations, interviews, and social situations in the workplace
- Short conversations on familiar work-related topics
- Reports on workplace problems (e.g., incidents, schedule conflicts, safety concerns, calling in sick, etc.)
- Short sequence of events in order
- Cardinal and ordinal numbers
- Clarification strategies

#### Reading (12-30 hours):

- Work-related emails, announcements, and memos
- Safety signs
- Work-related abbreviations
- Want ads and employment application forms
- Charts, schedules, timesheets, and paystubs
- Numerical employment information (e.g., parts numbers, invoice numbers, job order numbers, etc.)
- Cardinal and ordinal numbers (e.g., time, money, address, dates, etc.)
- Simple vocational materials on employment topics containing basic vocabulary and sentence patterns

#### Writing (12-30 hours):

- Short notes and emails for permission and requests to employers, co-workers, or clients
- Sequence of instructions
- Simple forms and job applications
- Lists and short orders (e.g., product inventory and restaurant orders)

- Simple sentences
- Wh- questions
- Short phone messages

**Pronunciation (7-15 hours):**

- Basic intonation patterns of Wh-, yes/no, and either/or questions
- Syllabification and word stress of work-related vocabulary
- Vowel sounds
- Reduced forms of going to, have to, and want to
- Negative contractions (e.g., can vs. can't)
- Past tense regular verb endings
- Final "s" or "es" endings

**Language Structure and Grammar (10-26 hours):**

- Statements and questions using simple present, simple past, present progressive, past progressive, and simple future
- Basic word order
- Imperatives (e.g., Move the box. Pick up the crate.)
- How much, how many, how often
- Modals and modal phrases: can, should, have to
- Common irregular verbs and irregular plural nouns
- Basic pronouns
- Adverbs of frequency
- Simple adjectives
- Comparative and superlative adjectives

**Successful Behavior in the Workplace (11-30 hours):**

- Simple nonverbal gestures used in the workplace
- Interpersonal skills (e.g., teamwork, respecting individual differences, resolving conflicts, etc.)
- Willingness to learn and be flexible
- Problem-solving skills
- Short-term and long-term goal setting

**Digital Literacy (12-15)**

- Job searching skills
- Search engines (e.g., key words, results, links, etc.)
- Account set up and sign in
- Email functions (e.g., attachments)

Total Hours: 96-216

## Course Materials

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**Textbook**

Steven J. Molinsky and Bill Bliss CareerView: Exploring the World of Work first Pearson Education ESL 978-0135165232 2018

**Other Required Materials**

[For noncredit, textbooks are recommended and not required]

Teacher-prepared materials

Career-specific resources

Textbooks from approved ESL book lists or equivalent

## What methods will be employed to help students learn?

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Check all that apply:

- **Class Discussions**

**Description**

Students will participate in class discussions to review and check their understanding of and responses to course contents/classroom activities such as for homework assignments, worksheet exercises, natural speech situations, and reading/writing strategies.

- **Directed Learning Activities**

**Description**

Students will do directed learning activities to focus on strengthening their knowledge of specific course content areas such as by identifying central ideas, themes, and supporting details in readings, and using signal words in paragraph writing activities.

- **Field Trips**

**Description**

Students are invited to explore opportunities for academic, professional, personal or family-related reasons and/or to apply what they are learning in the classroom by taking school sponsored field trips provided as part of student services to visit for example other courses/programs/schools.

- **Guest Speakers**

**Description**

When guest speakers are available and requested by the instructor for in-class presentations, students will be able to learn more from the presenters on how they use English (e.g., vocabulary, pronunciation, grammar, reading and writing strategies) in their disciplines, careers, lives, and so on. In addition, students will be able to ask them questions to gain additional information or clarify a key point.

- **Instructor Demonstrations**

**Description**

The instructor may use various demonstrating techniques to show proper punctuation placement in writings and also how to complete online job applications/forms.

- **Lecture**

**Description**

Instructors will provide students with new information or lessons using various instructional deliveries such as through speech, desktop publishing presentations, or media recordings to introduce the course contents and subtopics followed by classroom activities to allow students to discuss, practice, and assess their responses.

- **Media Presentations**

**Description**

The instructor and students are able to present information to groups or the class on different content areas of the course using available internet, technology, and equipment in the classroom. For example, a group of students can present to the class their project on how a school article is produced for various purposes using stack presentations, an image/graphics program, a portable document file, and internet.

- **Oral Presentations**

**Description**

Students will be able to practice their oral skills by presenting information to the class on a content course topic of interest to include persuasive language supported by facts and evidence.

- **Other**

**Description**

*These instructional methods can be used in this course by the instructor; however, other related methods can also be employed and not all methods listed are necessarily performed by each instructor:*

Class presentations

Cooperative learning

Debates

Dialogues

Distance Education

Individual, small, and whole group listening and speaking activities in person or via recorded devices (e.g., audio scripts and video)

Mediated learning

Mini speeches

Observations and demonstrations

Pair work

Portfolios

Projects

Role-play activities

Student conferences

Teamwork

Whole class instruction

What learning activities or assignments are required outside of class?

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**Reading Assignments**

Read labels, statements, articles, newspapers, stories, books, and other materials.

**Writing Assignments**

Write lists, emails, messages, notes, journals, and letters in personal, vocational and/or academic settings.

**Other Assignments**

- Speak English with family, friends, neighbors, co-workers, and classmates, and to practice voice recordings and public speaking.
- Listen to information in English in TV shows, movies, news, videos, podcasts, and other media.
- Review course materials (e.g., grammar, pronunciation, spelling, vocabulary) to prepare for quizzes, tests, presentations, and projects.

## Standards of Achievement

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### **How will learning be assessed? (Multiple measures must be used)**

*These evaluative measures can be used in this course by the instructor; however, other related assessments can also be employed and not all types listed are necessarily performed by each instructor:*

Computer assignments/worksheets

ESL Department developed pretests and posttests

Exams

Instructor-Prepared assessments

Observations

Performance-based assessments

Portfolios

Presentations

Projects

Quizzes

Rubrics

Student assessments

Teacher assessments/observations

Tests

## Grading Scale

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(P) Pass: The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70% or higher using various methods of evaluation/multiple measures.

(SP) Satisfactory Progress: The student has demonstrated proficiency in some of the learning outcomes of the course as evidenced by an average score of 60-69% using various methods of evaluation/multiple measures.

(NP) No Pass: The student has not demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 0-59% using various methods of evaluation/multiple measures.