



# SANTA ANA

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# C O L L E G E

## Course Outline

### ESL 520 - English for Work 2

#### Catalog Entry

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Discipline English As a Second Language

Course Number 520

Course Title English for Work 2

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

**Min Credit:** 0.000

#### Requisites

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*Recommended Preparation: Completion with a grade of "C" or better or a Passing grade in: ESL 510 - English for Work 1 or equivalent*

#### Catalog Description

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Prepares intermediate level non-native English speaking students to enter the workforce or a Career Education (CE)/vocational program for general or specific occupations. Focuses on communicating in the workplace, job safety, work-related vocabulary skills, workplace culture/issues, career pathways, and vocational readings with emphasis on verbal communication through intermediate language skills instruction. Five high school elective credits maybe awarded if students pass required course posttests/assessments with 80% or higher.

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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 COM/Pass/Satisfactory Progress/No Pass**

## **CIC Approval**

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03/10/2025

## **Student Learning Outcomes**

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

1. **Use appropriate responses to work-related questions and statements.**

**Interpret and respond to information such as emails, reports, or sequential instructions on work-related topics using appropriate**

2. **language skills.**

**Apply language readiness skills (e.g., for career pathways, at the**

3. **workplace, in internships, or as a volunteer).**

## **Course Objectives**

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Utilize digital literacy skills using media, technology, for employment prospects.

Apply 21st Century skills including critical thinking, communication, and collaboration to support and empower English language learners in the workplace.

Select the appropriate grammatical forms for sentence structures.

Compose a variety of written communication tasks for work-related purposes.

Use reading strategies to research information in preparation for the workforce, vocational programs and/or CE programs.

Practice communication strategies for job interviews, conversations with co-workers/customers/clients/patients, or for presenting information at the workplace.

## Course Content

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### Course Lecture Content

*The ESL Program recognizes that our 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.*

#### 1a. Listening: 12–28.50 hours

- Work-related conversations
- Clarifying questions
- Active listening and notetaking for steps to instructions or procedures

#### 1b. Speaking: 12–28.50 hours

- Conversations in the work environment using verbal and nonverbal cues
- Interview questions and responses
- Oral summaries of work-related reading materials
- Opinions and advice
- Workplace idioms
- Self-advocacy and salary negotiations (e.g., fair wages and hours, overtime pay, sick pay, parental leave, etc.)

#### 1c. Reading: 12–28.50 hours

- Authentic texts on work-related topics and vocabulary
- Work-related information for specific details
- Predicting unfamiliar workplace vocabulary using context clues
- Simple charts, graphs, and tables related to work topics
- Critical thinking skills in reading vocational or informational texts

- Overview of the Labor Movement and labor activism in the United States (e.g., a discussion on César Chávez, what a labor union is, etc.)
- Resources related to workplace rights (e.g., government sites, union information, labor organizations, etc.)

#### 1d. Writing: 12–28.50 hours

- Communicative tasks (e.g., emails, reports, presentations, role-plays, etc.)
- Work-related forms and employment digital applications
- Cover letter and resume
- Abbreviations in workplace reports
- Submission of complaints and claims related to workplace rights (e.g., Title IX, Worker's Compensation claims, injury reports, etc.)

#### 2. Pronunciation: 9–21 hours

- Intonation, pitch and stress, different lengths of syllable patterns for meaning
- Tone (sarcasm, friendliness, concern, etc.)
- Intonation of tag questions

#### 3. Language Structure and Grammar: 19–43 hours

- Simple present
- Simple past
- Present/Past continuous
- Future tense
- Present perfect
- Adverb clauses of time
- Compound and complex sentences
- Affirmative and negative statements
- Yes/No and information questions
- Active and passive voice
- Direct and indirect speech

#### 4. Advancement and Success in the Workplace: 13–31 hours

- Key soft skills needed for career growth and advancement (e.g., 21st Century Skills: collaboration, flexibility, cultural competency, interpersonal skills (Emotional Intelligence), etc.)
- Short-term and long-term goals
- Upskilling opportunities (e.g., apprenticeships, higher-level certificates, degrees, pathways options)

#### 5. Digital Literacy in the Workplace: 7 hours

(Review and expand previous levels of Digital Literacy items)

- Advanced job searching skills for employment (e.g., job-related technology used)
- QR code use
- Online presence with social networking platforms for employment (e.g., LinkedIn, employment portfolios)

Total Hours: 96–216

## Course Materials

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### Textbook

Nino Ito and Christopher Mefford Take Care: Communicating in English with Health Care Workers second Michigan Publishing 978-0472039357 2023  
Susan Gaer and Sarah Lynn Project Success 2 first Pearson 978-0132942386 2014 The textbook has not been revised by the authors.

### Other Required Materials

-Instructor-prepared materials

-Career-specific resources as needed

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

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- **Class Discussions**

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, conversations in the workplace using verbal/nonverbal cues, interview questions and responses, and oral summaries of work-related reading materials.

- **Guest Speakers**

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) in their disciplines, careers, lives, and so on. In addition, after presentations are made, students will be able to provide opinions and advice.

- **Handouts**

Students will receive handouts for example a safety memo at the workplace to read for the purposes of identifying and practicing the vocabulary used in it.

- **Instructor Demonstrations**

The instructor may use various demonstrating techniques, for example to show interview questions and responses by providing a mock interview.

- **Lecture**

The instructor 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**

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 specific careers using internet, Zoom/interactive whiteboard, and Google Docs.

- **Visual Aids**

The instructor may use various visual aids for example charts, graphs, and tables after a reading assignment to show numbers or percentages.

- **Other**

*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 projects

Distance Education

Individual and small group listening, speaking, reading, and writing activities

Onsite Visits

Pair work and small group problem solving

Role-play activities

Teamwork

Whole class instruction

Zoom Conferences

**What learning activities or assignments are required outside of class?**

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**Reading Assignments**

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

## Writing Assignments

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

## Other Assignments

- Speaking English with family, friends, neighbors, co-workers, and classmates. Practicing voice recordings and public speaking.
- Listening to information in English in TV shows, movies, news, videos, podcasts, and other mediums.
- Reviewing 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)**

Assessment of students' progress

Instructor-developed rubrics

Instructor's ongoing observation

Presentations on various topics in the workplace

Reading assignments and reports

Workplace vocabulary assessments

Writing tasks, assessments, samples, worksheets, and quizzes

## Grading Scale

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**COM/Pass/Satisfactory Progress/No Pass**

(COM) Completed: The student has demonstrated advanced proficiency in the learning outcomes of the course as evidenced by an average score of 80% or higher

using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.

(P) Pass: The student has demonstrated proficiency in the learning outcomes of the course as evidenced by an average score of 70-79% using various methods of evaluation/assessments/multiple measures including participation requirements as determined by the instructor.

(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/assessments/multiple measures including participation requirements as determined by the instructor.

(NP) No Measurable Progress: 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/assessments/multiple measures including participation requirements as determined by the instructor.