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| **Elgin Community College** |
| **Course Outline** |
| 1. **Effective Date: 2011 Fall  Department ID: ESL - English As a Second Language** 2. **Course Identification**     1. ***Prefix and Number* ESL 0060**    2. ***Course Title* High Beginning Contextualized ESL**    3. ***Contact Hours***        1. **0.5-6 *Lecture/Discussion***       2. ***Lab/Studio***       3. **0.5-6 *Credit Hours***       4. **0   Ratio** 3. **Catalog Description**     1. **Prerequisite: Departmental consent**    2. ***Description:*  Students will gain the language, occupational knowledge, and communication skills necessary for successful transition to study in their chosen career field. Instruction will include study skills and career self assessment.**    3. ***Special Note:***    4. ***Repeatable:* Yes  *Repeatable Text:* Although ideally students would not repeat sometimes there are circumstances which prevent students from finishing the course. They would be able to repeat with the instructor's permission.  *PCS and CIP Code:* 19 - 320401  *Semester offered:* Varies**    5. ***IAI Major:*  *IAI General Education:*  *Proficiency Credit:*  *Pass/No Credit:* Available** 4. **Books, Supplies, and Supplementary Materials**     1. ***Textbooks/Reading list***    2. ***Supplementary materials***   ***Required***  ***Optional***   * + 1. **Textbooks, industry publications, English language teaching texts, job skills and work related websites/publications**  1. **Course Outline**     1. **Contextualized ESL Language and Literacy**    2. **Identify main ideas and details in texts.**    3. **Identify vocabulary in context.**    4. **How to ask questions to clarify**    5. **Respond to questions accurately and intelligibly.**    6. **Recognize text patterns i.e. cause/effect, steps/stages, comparison/contrast**    7. **Write and explain step by step directions**    8. **How to write simple reports**    9. **Occupational knowledge and communications**    10. **Overview of safety rules and regulations**    11. **Equipment and work processes**    12. **Occupational and American workplace related cultures of communication**    13. **Exposure to experts in the field through guest speakers or field trips**    14. **Exploration of different jobs within the field**      * 1. **Job/career and academic**   2. **Learn personal learning strategies for academic success**   3. **Self assessment of learning styles/preferences**   4. **Create a successful online application**   5. **Learn how to communicate in a face to face interview**   6. **Skills for success in the workplace**   7. **Prerequisites and barriers to college and certificate completion**  1. **Outcomes**     1. ***Course Content Outcomes***   **Paraphrase the meaning of occupational vocabulary and terminology.**  **Describe occupational processes which demonstrate knowledge of the field.**  **Explain safety regulations.**  **Demonstrate how to use equipment.**  **Interpret charts and graphs based on information and basic math skills acquired.**  **Identify main ideas and important details in work related texts.**  **Recognize patterns in writing i.e. cause/effect, steps/stages, comparison/contrast.**  **Prepare online job application.**  **Compose and send an e-mail and attachment.**  **Perform a satisfactory mock job interview.**  **Analyze options in the occupational field which are available based on various levels of academic preparation and skills.**  **Organize notes and information.**  **Recognize individual learning style preferences.**  **Use and practice appropriate language learning strategies.**  **Ask clarifying questions.**  **Respond to questions in a timely, appropriate, accurate, and intelligible manner.**   1. **Measures of Student Performance**     1. ***Typical classroom assessment techniques***        1. **Group participation**       2. **Objective tests** 2. **Minimum Qualifications to Teach Course**     1. **Bachelor's degree in Education, TESOL, Applied Linguistics, Foreign Language, or related field. One year experience teaching Beginning ESL adults.** |
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| **Elgin Community College** |
| **Course Outline** |
| 1. **Effective Date: 2011 Fall  Department ID: ESL - English As a Second Language** 2. **Course Identification**     1. ***Prefix and Number* ESL 0061**    2. ***Course Title* Intermediate Contextualized ESL**    3. ***Contact Hours***        1. **0.5-6 *Lecture/Discussion***       2. ***Lab/Studio***       3. **0.5-6 *Credit Hours***       4. **0   Ratio** 3. **Catalog Description**     1. **Prerequisite: Departmental consent**    2. ***Description:*  Students will gain the language, occupational knowledge, and communication skills necessary for successful transition towards study in their chosen career field. Instruction will include study skills and career self assessment.**    3. ***Special Note:***    4. ***Repeatable:* Yes  *Repeatable Text:* Although ideally students would not repeat, sometimes there may be circumstances which prevent students from finishing the course. Students will be able to repeat with the instructor's permission.  *PCS and CIP Code:* 19 - 320421  *Semester offered:* Varies**    5. ***IAI Major:*  *IAI General Education:*  *Proficiency Credit:* Not Available  *Pass/No Credit:* Available** 4. **Books, Supplies, and Supplementary Materials**     1. ***Textbooks/Reading list***    2. ***Supplementary materials***   ***Required***  ***Optional***   * + 1. **Textbooks, industry publications, English language teaching texts, job skills and work related websites/publications.**  1. **Course Outline**   **1. Contextualized ESL Language and Literacy  a. Reading: Occupational texts and using vocabulary learning strategies. Interpret information from text structures i.e. cause/effect, steps/stages, comparison/contrast  b. Writing: Write step by step instructions, writing electronic correspondence. Summary reports  c. Speaking: Learning to ask appropriate clarifying questions, Reponding to questions in a timely and accurate manner.   2. Occupational Knowledge and Communications  a. Equipment and work processes  b. Safety rules and regulations  c. Occupational and U.S. workplace-related cultures of communication.  d. Exploration of disposition to and different jobs in the field.  e. Exposure to experts in the field through field trips, guest speakers, or volunteering.   Job/Career and Academic  a. How to implement learning strategies for future academic success  b. Self assessment of learning style/preference  c. Create an online job application  d. How to communicate in a face to face job interview  e. Skills for success in the workplace including evaluation.  f. Discover and overcome the barriers to the future academic steps required of the field**   1. **Outcomes**     1. ***Course Content Outcomes***   **Describe the main ideas and details in texts.**  **Paraphrase occupational text with learned vocabulary in context.**  **Ask clarifying questions with appropriate discourse markers.**  **Respond to questions accurately and in a timely fashion based on the situation.**  **Apply information from various text structures i.e. cause/effect, steps/stages, comparison/contrast.**  **Explain and write step by step directions.**  **Write summary reports.**  **Interpret and apply information from charts and graphs.**  **Describe the occupational processes which demonstrate knowledge of the field.**  **Practice safety rules and regulations.**  **Demonstrate the use of equipment.**  **Submit an online job application.**  **Compose and send an e-mail with an attachment.**  **Perform a satisfactory job interview.**  **Analyze options in the occupational field which are available based on various levels of academic preparation and skills.**  **Organize notes and information for purposes of effective learning.**  **Recognize individual learning style preferences.**  **Use and practice appropriate language learning strategies.**   1. **Measures of Student Performance**     1. ***Typical classroom assessment techniques***        1. **Group participation**       2. **Objective tests** 2. **Minimum Qualifications to Teach Course**     1. **Bachelor's degree in Education, Applied Linguistics/TESOL, Foreign Language or related field. One year experience teaching Intermediate level ESL adults.** |
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| CID: 2997 |
| **Elgin Community College** |
| **Course Outline** |
| 1. **Effective Date: 2011 Fall  Department ID: ESL - English As a Second Language** 2. **Course Identification**     1. ***Prefix and Number* ESL 0062**    2. ***Course Title* Advanced Contextualized ESL**    3. ***Contact Hours***        1. **0.5-6 *Lecture/Discussion***       2. ***Lab/Studio***       3. **0.5-6 *Credit Hours***       4. **0   Ratio** 3. **Catalog Description**     1. **Prerequisite: Departmental consent**    2. ***Description:*  Students will gain the language, occupational knowledge, and communication skills necessary for successful transition towards study in their chosen career field. Instruction will include study skills and career disposition assessment.**    3. ***Special Note:***    4. ***Repeatable:* Yes  *Repeatable Text:* Although ideally students would not repeat,there may be circumstances which prevent students from finishing the course. Students will be able to repeat with the instructor's permission.  *PCS and CIP Code:* 19 - 320441  *Semester offered:* Varies**    5. ***IAI Major:*  *IAI General Education:*  *Proficiency Credit:* Not Available  *Pass/No Credit:* Not Available** 4. **Books, Supplies, and Supplementary Materials**     1. ***Textbooks/Reading list***    2. ***Supplementary materials***   ***Required***  ***Optional***   * + 1. **Textbooks, industry publications, English language teaching texts, job skills and work related websites/publications.**  1. **Course Outline**   **1. Occupational Language and Literacy  a. Read occupational texts and  learn to use vocabulary learning strategies.  b. Interpret information from text structures i.e. cause/effect, steps/stages, comparison/contrast.  c. Write and explain step by step instructions.  d. Write electronic correspondence and reports.   2. Occupational knowledge and communications  a. Equipment and work processes  b. Safety rules and regulations  c. Laws and licensing in the field.  d. Occupational and U.S. workplace-related cultures of communication.  e.  Exploration of disposition toward this occupation and research about various job options.  f.  Meet the local experts in the field through field trips, interviews, volunteering, or guest speakers.   Job/Career and Academic  a. Learn different learning strategies for academic and career success, including evaluation, and receiving criticism.  b. Self assessment of learning style preferences.  c. Create an outstanding online job application.  d. Learn to communicate in a face to face interview.  e. Skills for success in the U.S. workplace  f. Skills to use electronic academic resources (Acess ECC, D2L).  g. Prerequisites and barriers to college and certificate completion.**   1. **Outcomes**     1. ***Course Content Outcomes***   **A. Analyze the main ideas and details in texts.**  **B. Produce occupationally relevant products based on the vocabulary learned in context.**  **c. Demonstrate ability to ask appropriate clarifying questions with polite language.**  **D. Develop answers to questions which demonstrate ability to communicate in appropriate English and knowledge of the field.**  **E. Apply and evaluate information from various text structures, i.e. cause/effect, comparison/contrast, steps/stages.**  **F. Design, write and explain step by step processes instructions.**  **G. Develop summary evaluations.**  **H. Analyze information from charts and graphs.**  **I. Appraise the processes within the contextualized occupational information.**  **J. Research the safety rules and regulations.**  **Measure the effectiveness of work equipment and processes.**  **K. Submit online job application and attachments.**  **L. Research options on the occupational field which are available based on various levels of academic preparation and skills.**  **M. Organize and implement effective note taking and study skills.**  **N. Determine individual learning style preferences.**  **O. Select appropriate language learning strategies to facilitate success in future studies.**   1. **Measures of Student Performance**     1. ***Typical classroom assessment techniques***        1. **Projects**       2. **Group participation**       3. **Objective tests**       4. **Final exam**       5. **Oral Examination** 2. **Minimum Qualifications to Teach Course**     1. **Bachelor's degree in Education, Applied Linguistics/TESOL, Foreign Language, or related field. One year experience teaching Advanced ESL adults.** |
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| CID: 2998 |