Modesto Junior College  
Course Outline of Record  
ESL 906

I. **OVERVIEW**  
The following information will appear in the 2012 - 2013 catalog

<table>
<thead>
<tr>
<th>ESL 906</th>
<th><em><strong>ESL: Low Advanced English for Life and Work</strong></em></th>
<th>0 Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Formerly listed as:</td>
<td>ESL - 906: English At Work 2</td>
<td></td>
</tr>
<tr>
<td><strong>Prerequisite:</strong></td>
<td>Satisfactory completion of ESL 905 or qualification by the MJC assessment process.</td>
<td></td>
</tr>
</tbody>
</table>

Low advanced level English for speakers of other languages. Instruction and practice in listening, speaking, reading, and writing with great emphasis on transition to academic programs, the workplace, and job-training courses.

Repeatable.
Field trips might be required. (Non-Graded course) Lecture

II. **LEARNING CONTEXT**
Given the following learning context, the student who satisfactorily completes this course should be able to achieve the goals specified in Section III, Desired Learning:

A. **COURSE CONTENT**

1. **Required Content:**

   I. **Life and Workskills Competencies:** Coursework is organized around practical life and work situations. Language skills, lexical and structural knowledge are introduced and developed within the context of these situations. Sequence and emphasis are to be determined by the instructor according to the needs of the students.

   A. Social Interaction: vocabulary, expressions, and understanding of language related to entering and participating in discussions, expressing agreement and disagreement, giving and accepting constructive criticism, offering and accepting apologies, giving and asking for feedback, making suggestions, asking polite questions, clarifying information, giving presentations, expressing comparison and contrast and advantages and disadvantages, qualifying and exchanging opinions, giving advice, etc.

   B. Health and Safety: vocabulary, expressions, and understanding of language related to dangerous situations, safety and evacuation procedures, workplace safety measures, workers' rights, preventive safety measures at home and work, protective supplies and equipment, wellness and preventive health, medical specialties, medications, risk factors for common illnesses and diseases, first aid and emergency procedures

   C. Community, Transportation, and Civics: vocabulary, expressions, and understanding of language related to sexual harassment in the workplace, basic rights of citizens, common legal procedures, citizenship and naturalization processes, branches of the U.S. government, road safety, driving instruction, traffic information, car parts and problems, car insurance

   D. Career: vocabulary, expressions, and understanding of language related to career counseling, personality traits, career goals, career paths, job interests and abilities, job research, obstacles to goals, interview techniques and strategies, different types of resumes, and cover letters

   E. Job Advancement: vocabulary, expressions, and understanding of language related to performance reviews, job-training opportunities and programs (with emphasis on programs available locally), job promotions, and self-evaluations

   F. Environment and Technology: vocabulary, expressions, and understanding of language related to recycling, protection of the environment, the Internet, computer training, instruction manuals,
computer training opportunities, common office equipment and supplies, use of e-mail and automated telephone systems and telephone messages

II. Language Skills: Skill development may be promoted largely within the context of practical situations.

A. Pronunciation/Aural Comprehension: production and aural comprehension of linked, reduced, and contracted expression of structures studied; production of correct intonation in statements and questions

B. Reading: instruction and training manuals, course schedules, resumes, cover letters, and self-evaluations; articles of varying formats and rhetorical modes of increasing length and complexity employing reading skills (e.g. comparing and contrasting, recognizing cause and effect, understanding sequence, annotating, paraphrasing, summarizing, distinguishing fact from opinion, making inferences, recognizing rhetorical mode, and identifying author’s purpose)

C. Writing: resumes, notes from a text or lecture for further study and review, multi-paragraph reports, letters, self-evaluations, instructions, and compositions of persuasion, compare-contrast, and narrative using level-appropriate cohesive devices

D. Grammar: (instruction of grammatical structures may be non-sequential)
   i. review and expansion of previously learned tenses and other grammatical structures: stating and answering questions, making negative statements in simple and continuous present, simple and continuous past, present perfect and present perfect continuous, past perfect, future forms, reported speech, gerunds and infinitives, modals, real and unreal present and future conditionals, passive voice, and embedded questions
   ii. past modals
   iii. clauses with although and unless
   iv. separable and inseparable phrasal verbs
   v. past unreal conditionals and wish statements in the past
   vi. adjective clauses
   vii. passive voice with get
   viii. contrasting of use and meaning of tenses studied at the low-advanced level

2. Recommended Content:

A. Use of online resources

B. Word processing skills

C. Use of a monolingual English dictionary

D. Information on job possibilities and job training programs from various centers on campus

E. Career interest inventory test

F. Completion of work-specific tasks on computer

B. ENROLLMENT RESTRICTIONS

1. Prerequisites

Satisfactory completion of ESL 905 or qualification by the MJC assessment process.

2. Requisite Skills

Before entering the course, the student will be able to:

   a. Demonstrate understanding of and use vocabulary expressions, and language related to small talk topics (e.g. special events, goals, biographical information, challenges, community issues and events, feelings, family relationships, neighborhood and surroundings) and major social functions of language (e.g. advice, suggestions, criticism, certainty, permission, requests, prohibitions, interruptions, requesting and giving feedback, and offers), career goals, job skills
and abilities, job-hunting, job interview questions and responses, previous work experience and duties, communication with supervisors and co-workers, performance reviews, common workplace instructions, work requirements, workplace safety, and employee accident reports, symptoms, communication with medical personnel, health risks, preventive health, medical history and health insurance forms, medical emergencies, fire safety, natural disasters, weather reports, and communication in 911 emergency situations, communication with school personnel about a student's progress, school enrollment, after-school programs, school safety, parental rights and responsibilities, report cards, community services, community improvement, tenant and landlord responsibilities, problems with neighbors, legal problems and the legal system, courtroom procedures, traffic laws, bank services, income tax forms, entrepreneurship, budgets, and financial goals.

b. Produce word and sentence stress with accuracy of language studied; pronounce English vowel and consonant sounds with accuracy; produce intonation patterns of American English in statements and questions studied at the high-intermediate level; articulate verb inflections and other sounds related to structural forms studied at the high-intermediate level; produce and aurally comprehend contractions, reductions, and linking of grammatical, expressions, and words studied at the high-intermediate level.

c. Read dialogs, articles of 500-700 words identifying main idea, making inferences, recognizing restatements, using details to understand important ideas, skimming, distinguishing between facts and opinion, identifying an author's purpose, recognizing cohesive devices, and summarizing important information demonstrating comprehension of the text.

d. Read notes, memos, reports, letters, applications, information forms, and instructions.

e. Write notes, reports, memos, letters, instructions, extended paragraphs of narration, description, explanation, process, persuasion, and compare/contrast utilizing a variety of sentence structures, examples, details, and level appropriate cohesive devices; complete authentic forms and application materials.

f. Demonstrate understanding of and use grammatical structures studied at the high-intermediate level correctly in written and spoken exercises.

C. HOURS AND UNITS

<table>
<thead>
<tr>
<th>INST METHOD</th>
<th>TERM HOURS</th>
<th>UNITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lect</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Lab</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Disc</td>
<td>0</td>
<td></td>
</tr>
</tbody>
</table>

D. METHODS OF INSTRUCTION (TYPICAL)

Instructors of the course might conduct the course using the following method:

1. Direct group and pairwork with dialogs, discussion, and other speaking activities.
2. Direct role playing, dramatizing, and other language improvisation exercises.
3. Assign pronunciation and listening discrimination and aural comprehension exercises.
4. Assign listening exercises for comprehension and note taking.
5. Assign vocabulary identification and other vocabulary development exercises.
6. Assign reading with comprehension exercises and vocabulary practice.
7. Give writing exercises and assignments.
8. Plan field trips to workplaces, other locations on campus, and locations of occupational training.
9. Invite guest lecturers to class.

10. Assign computer-assisted instruction for practice with language and familiarity with computers.

11. Present material in multiple media including overhead projection, audio and video, PowerPoint, pictures, realia, and whiteboard.

12. Facilitate the use of and assign computer-assisted language learning activities.

**E. ASSIGNMENTS (TYPICAL)**

1. **EVIDENCE OF APPROPRIATE WORKLOAD FOR COURSE UNITS**  
   *Time spent on coursework in addition to hours of instruction (lecture hours)*
   
   1. daily individual practice of dialogs and words for memorization, fluency, and pronunciation
   
   2. daily reading exercises: dialogs, instruction manual excerpts, memos, letters, directions, resumes, and articles of varying formats and rhetorical modes of increasing complexity and length (700-900 words) comparing and contrasting ideas, recognizing cause and effect, understanding sequence, annotating, paraphrasing, summarizing, distinguishing fact from opinion, making inferences, identifying rhetorical mode, and recognizing author's purpose
   
   3. daily and weekly writing exercises and assignments: note-taking from a text for further study, multi-paragraph reports, letters, self-evaluations, instructions, and brief compositions of persuasion, compare-contrast, and narrative using level-appropriate cohesive devices
   
   4. daily practice activities from student book and workbook

2. **EVIDENCE OF CRITICAL THINKING**  
   *Assignments require the appropriate level of critical thinking*
   
   1. Discuss in groups how and why people get promoted at work. Then read the article *Factors that Influence Promotion*. Pay attention to the key vocabulary words that you studied (e.g. flexible, adjust, adapt, work ethic, mentor, initiative, and diverse). After you read, discuss with your partner the topic and main idea of the article. Check your ideas with another group. Then work individually to take notes on the article. Compare your notes with your partner and choose five new vocabulary words from the article to enter into your vocabulary journal. Now, rate yourself as an employee based on the information from the article. Explain your ratings to a group. What are your strengths and weaknesses?

   2. In a small group, think about the health conditions discussed in the previous lesson. Risk factors are things that make you more likely to get an illness or disease. What do you know about risk factors for diabetes, high blood pressure, and high cholesterol? What are some suggestions for prevention or improvement of each condition? Listen to three students give a presentation about type 2 diabetes. Take notes using the outline below. In the presentations, listen for the introduction, each sub-topic with details and examples, and the conclusion. Listen to the presentation again and answer the comprehension questions with a partner. Now, role-play a situation between a doctor and a patient. Imagine the patient has diabetes. The doctor should explain the importance of careful diet and exercise. Switch roles. Discuss the risk factors of high blood pressure and high cholesterol in the same way. Give advice.

   3. You are going to write a self-evaluation about your performance at your current job or a job you had in the past. If you have never had a job, you can write a self-evaluation of your performance at school. Read about self-evaluations. To begin, list your strengths and weaknesses at work or at school. Think of specific and concrete examples to support your assessment of yourself. Now, read the model. Do you think that the employee, Pham, has done a good job of describing her strengths and weaknesses? Answer the writing analysis questions about the model. Look at Exercise 3. Before Pham began writing, she used an outline to organize her self-evaluation. Compare her outline to her self-evaluation. How are they similar? Use the notes you made about your strengths and weaknesses to create an outline for your self-evaluation. Use your outline to write your self-evaluation. Now, revise your work using the checklist below. Share your self-evaluation with a partner before turning it in to your instructor.

Exercises taken and adapted from *Future Level 5 Student Book* by Pearson/Longman.
F. **TEXTS AND OTHER READINGS (TYPICAL)**


6. **Other**: IMPORTANT NOTE: It should be noted that Future Level 5 student book and workbook bundle is the core text for the course. All other texts listed are supplemental. Class sets of most of the additionally listed texts are available to instructors.

III. **DESIRED LEARNING**

A. **COURSE GOAL**

*As a result of satisfactory completion of this course, the student should be prepared to:*

Speak, read, write, and understand low-advanced-level English in a wide range of life, academic, and workplace situations with confidence. The student will be prepared to successfully enter academic ESL courses and job training programs.

B. **STUDENT LEARNING GOALS**

*Mastery of the following learning goals will enable the student to achieve the overall course goal.*

1. **Required Learning Goals**

   *Upon satisfactory completion of this course, the student will be able to:*

a. Demonstrate understanding and use of vocabulary, expressions, and language related to entering and participating in discussions, expressing agreement and disagreement, giving and accepting constructive criticism, offering and accepting apologies, giving and asking for feedback, making suggestions, asking polite questions, clarifying information, giving presentations, expressing comparison and contrast and advantages and disadvantages, qualifying and exchanging opinions, and giving advice.

b. Demonstrate understanding and use of vocabulary, expressions, and language related to dangerous situations, safety and evacuation procedures, workplace safety measures, workers' rights, preventive safety measures at home and work, protective supplies and equipment, wellness and preventive health, medical specialties, medications, risk factors for common illnesses and diseases, first aid and emergency procedures.

c. Demonstrate understanding and use of vocabulary, expressions, and language related to sexual harassment in the workplace, basic rights of citizens, common legal procedures, citizenship and naturalization processes, U.S. governmental organization.

d. Demonstrate understanding and use of vocabulary, expressions, and language related to career counseling, personality traits, career goals, career paths, job interests and abilities, job research, obstacles to goals, interview techniques and strategies, different types of resumes, and cover letters.

e. Demonstrate understanding and use of vocabulary, expressions, and language related to performance reviews, job-training opportunities and programs (with emphasis on programs available locally), job promotions, and self-evaluations.

f. Demonstrate understanding and use of vocabulary, expressions, and language related to recycling, protection of the environment, the Internet, computer training, instruction manuals,
g. produce and aurally comprehend linked, reduced, and contracted language of structures studied; produce correct intonation in statements and questions

h. read instruction and job training manuals, course schedules, resumes, cover letters, and self-evaluations; articles of varying formats and rhetorical modes of increasing length and complexity while employing a variety of low-advanced reading skills (e.g. comparing and contrasting, recognizing cause and effect, understanding sequence, annotating, paraphrasing, summarizing, distinguishing fact from opinion, making inferences, recognizing rhetorical mode, and identifying author's purpose)

i. write resumes, notes from texts, presentations, and lectures for further study and review, multi-paragraph reports, letters, self-evaluations, instructions, and compositions of persuasion, compare-contrast, and narrative using level-appropriate cohesive devices and pre-writing techniques and organizers

j. demonstrate understanding and use of grammatical structures studied at the low-advanced level

k. demonstrate understanding and use of vocabulary, expressions, and language related to road safety, driving instruction, traffic information, car parts and problems, car insurance

2. **Recommended Learning Goals**

   **Upon satisfactory completion of the course (when the related recommended content is covered) the student will be able to:**

   a. demonstrate understanding and use of vocabulary, expressions, and language related to compensation and benefits, employees' rights and responsibilities

   b. complete work-specific tasks on a computer

   c. gather information on job possibilities from various centers on campus and take a career interest inventory test at the Career Development Center

   d. use a monolingual English dictionary

   e. use online resources

IV. **METHODS OF ASSESSMENT (TYPICAL)**

   **A. FORMATIVE ASSESSMENT**

   1. regular teacher observation of class activities

   2. quizzes and examinations, written and oral, including vocabulary, student-generated written passages, listening and reading comprehension, error analysis, dictation, sentence transformation, and cloze passages

   3. computer-related tasks

   4. written homework assignments

   5. student book and workbook assignments

   **B. SUMMATIVE ASSESSMENT**

   1. pre-and post-testing of specified competencies

   2. comprehensive final exam
Note: Although no grade or course credit is granted, the administering of formal assessment serves several important functions. 1) It helps the instructor in planning the sequence and pace of instruction. 2) It introduces students to the procedures and formalities of school test situations, preparing them for transfer into credit classes and job training programs. 3) It provides a method of accountability for student progress and success.