El Camino College

COURSE OUTLINE OF RECORD - Approved

I. GENERAL COURSE INFORMATION

Subject and Number:	**Non-Credit English as a Second Language 06**
Descriptive Title:	**ESL Support for Career and Technical Programs**
Course Disciplines:	**English as a Second Language (ESL): Noncredit**
Division:	**Humanities**

Catalog Description: This course, designed for students whose primary language is not English, is intended for students currently enrolled in an entry-level vocational class. Students will receive instruction in writing, reading, speaking, vocabulary building and test taking skills designed to help them succeed in the content area course. Subsequent enrollment in an additional semester will provide the student with an opportunity for continued skills and competency development within the level and subject matter.

Conditions of Enrollment:

Recommended Preparation

Non-Credit English as a Second Language 03D

Course Length:	☒ Full Term ☐ Other (Specify number of weeks):
Hours Lecture:	3.00 hours per week ☐ TBA
Hours Laboratory:	hours per week ☐ TBA
Course Units:	0
Min/Max Hours:	54
Grading Method: **Credit Status**	No Grade Non Credit
Transfer CSU:	☐ No
Transfer UC:	☐ No

General Education:

El Camino College: _____

CSU GE: _____

IGETC: _____

II. OUTCOMES AND OBJECTIVES

A. COURSE STUDENT LEARNING OUTCOMES (The course student learning outcomes are listed below, along with a representative assessment method for each. Student learning outcomes are not subject to review, revision or approval by the College Curriculum Committee)

1. Upon completion of the course, students will be able to apply comprehension strategies and active reading techniques to better understand texts in the career and technical class.

2. Upon completion of the course, students will be able to use acquired vocabulary in the context of discussion, reading, and writing assignments for the career and technical class.

3. Upon completion of the course, students will be able to respond in writing to readings, instructions, and/or assignments based on concepts and texts used in the career and technical content-area class, and demonstrate basic competency in the conventions of standard written English.

4. Upon completion of the course, students will be able to communicate orally with peers and instructors in order to successfully participate and complete assignments required in the career and technical content-area class.

5. Upon completion of the course, students will be able to use note taking skills to retain and organize information from lectures, discussions, and readings in the career and technical content-area course.

6. Upon completion of the course, students will be able to use appropriate techniques to understand test questions.

The above SLOs were the most recent available SLOs at the time of course review. For the most current SLO statements, visit the El Camino College SLO webpage at http://www.elcamino.edu/academics/slo/.

B. Course Student Learning Objectives (The major learning objective for students enrolled in this course are listed below, along with a representative assessment method for each)

1. Apply reading strategies in order to comprehend content-area texts.

   Objective Exams

2. Apply new vocabulary related to the content area in speech and writing.

   Other exams

3. Interpret exam questions typical in the content-area course.

   Objective Exams

4. Comprehend verbal information and instructions typical of the content-area course.

   Performance exams

5. Utilize appropriate grammatical forms on written assignments.

   Term or other papers

6. Summarize texts used in the content-area course.

Written homework

7. Effectively communicate on assignments and class discussions typical of those in the content-area course.

Performance exams

III. OUTLINE OF SUBJECT MATTER (Topics are detailed enough to enable a qualified instructor to determine the major areas that should be covered as well as ensure consistency from instructor to instructor and semester to semester.)

Lecture or Lab	Approximate Hours	Topic Number	Major Topic
Lecture	11	I	Reading from career and technical content-area course: A. Active reading strategies useful for comprehension of text. B. Summarizing and paraphrasing by identifying main ideas and their support. C. Acquiring new vocabulary, collocations, idioms, and field-related terminology in context. D. Understanding of sentence structure to facilitate the understanding of reading material
Lecture	11	II	Writing Skills typically required in career and technical content-area course A. Producing clearly written short answers to questions in texts and on tests. B. Responding to readings by summarizing or paraphrasing content, analyzing the concepts presented, and expressing an opinion on the material clearly. C. Integrating target vocabulary derived from career and technical content-area material into writing. D. Applying selected grammatical skills and organizational techniques as appropriate to typical assignments in the career and technical content-area course.
Lecture	11	III	Oral Communication A. Comprehending information and following verbal instructions given in the content-area course. B. Participating with other students in group work and class projects typical of the content-area course.
Lecture	11	IV	Study Skills A. Taking notes from lectures, texts and other assigned activities. B. Interpreting exam questions typical in the career and technical content-area course by using appropriate strategies.
Lecture	10	V	Soft Skills A. Workplace culture B. Interacting with colleagues C. Interacting with supervisors D. Resolving conflict

Total Lecture Hours	54
Total Laboratory Hours	0
Total Hours	54

IV. PRIMARY METHOD OF EVALUATION AND SAMPLE ASSIGNMENTS

A. **PRIMARY METHOD OF EVALUATION:**

Skills demonstrations

B. **TYPICAL ASSIGNMENT USING PRIMARY METHOD OF EVALUATION:**

In your welding class your instructor asked you to cut two pieces of steel using the oxy-acetylene cutting process. Verbally explain any differences that occurred when the tips were changed such as the ability or inability to cut through thicker and thinner material satisfactorily.

C. **COLLEGE-LEVEL CRITICAL THINKING ASSIGNMENTS:**

1. N/A

2. N/A

D. **OTHER TYPICAL ASSESSMENT AND EVALUATION METHODS:**

Performance exams

Objective Exams

Oral exams

Embedded questions

Written homework

Class Performance

Homework Problems

Multiple Choice

Completion

Matching Items

V. INSTRUCTIONAL METHODS

Demonstration
Discussion
Group Activities
Lecture
Role Play
Simulation

Note: In compliance with Board Policies 1600 and 3410, Title 5 California Code of Regulations, the Rehabilitation Act of 1973, and Sections 504 and 508 of the Americans with Disabilities Act, instruction delivery shall provide access, full inclusion, and effective communication for students with disabilities.

VI. WORK OUTSIDE OF CLASS

Study
Answer questions
Required reading
Written work

Estimated Independent Study Hours per Week: 2

VII. TEXTS AND MATERIALS

   A. **UP-TO-DATE REPRESENTATIVE TEXTBOOKS**

   B. **ALTERNATIVE TEXTBOOKS**

   C. **REQUIRED SUPPLEMENTARY READINGS**
     Saslow, J. and Collins, T.. Workplace Plus: Living and Working in English, Pearson Education, 2004.
     Discipline standard
     Required textbook from the Career and Technical Education course.

   D. **OTHER REQUIRED MATERIALS**
     Instructor-selected and instructor-created materials and handouts

VIII. CONDITIONS OF ENROLLMENT
   A.   **Requisites (Course and Non-Course Prerequisites and Corequisites)**

Requisites	Category and Justification

   B.   **Requisite Skills**

Requisite Skills

   C.   **Recommended Preparations (Course and Non-Course)**

Recommended Preparation	Category and Justification
Course Recommended Preparation English as a Second Language-03D	

   D.   **Recommended Skills**

Recommended Skills
Predict content of a reading selection and scan the text to confirm specific information. ESL 03D - Predict content of a reading selection and scan the text to confirm specific information.
Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details. ESL 03D

- Scan a simple paragraph for the main idea (explicitly stated or implied) and supporting details.
Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts. ESL 03D - Use context clues, specific words/phrases, and pictures/captions to determine meaning of texts.
Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts. ESL 03D - Use graphic organizers, charts, diagrams, pictures, and context clues to make inferences about texts.
Write simple expository paragraphs. a. comparing and contrasting b. cause and effect c. informal letters d. short summaries ESL 03D - Write simple expository paragraphs. a. comparing and contrasting b. cause and effect c. informal letters d. short summaries

E.   Enrollment Limitations

Enrollment Limitations and Category	Enrollment Limitations Impact

Course created by Matthew Kline on 09/22/2016.

BOARD APPROVAL DATE: 01/23/2016

LAST BOARD APPROVAL DATE: 03/26/2018

Last Reviewed and/or Revised by Matthew Kline on 09/22/2016

20315