

LANEY COLLEGE COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	04/11/2018
ORIGINATOR:	Elizabeth Maher	STATE CONTROL NUMBER:	CCC00059 2402
		BOARD OF TRUSTEES APPROVAL DATE:	01/23/2018
		CURRICULUM COMMITTEE APPROVAL DATE:	03/03/2017
		CURRENT EFFECTIVE DATE:	06/18/2018

DIVISION/DEPARTMENT:

1. REQUESTED CREDIT CLASSIFICATION:

Noncredit
Course is a basic skills course.
Program Applicable

2. DEPT/COURSE NO:

ESOL 527B

3. COURSE TITLE:

English for Culinary 2

4. COURSE: Laney New Course

TOP NO. 4931.00

5. UNITS: 0.000

HRS/WK LEC: 1.83 Total: 32.01

HRS/WK LAB:

HRS/WK TBA:

6. NO. OF TIMES OFFERED AS SELETED TOPIC: AVERAGE ENROLLMENT:

7. JUSTIFICATION FOR COURSE:

This course will provide increased language skill development for English language learning students interested in pursuing a career or career development in the culinary field. The course expands oral communication skills and increased reading and writing skills necessary for success in the first semester Culinary Program courses. Emphasis is on continued and deepening practice of listening and speaking, as well as reading and note-taking. Skills will be taught in the context of kitchen, cooking and food topics. Students will practice strategies for reading recipes, directions and industry labels as well as taking notes on food science information and writing directions.

8. COURSE/CATALOG DESCRIPTION

Continuation of 527A: Practice listening, speaking, reading and writing in the context of food preparation and handling.

9. OTHER CATALOG INFORMATION

- a. Modular: No If yes, how many modules:
- b. Open entry/open exit: Yes
- c. Grading Policy: Pass/No Pass
- d. Eligible for credit by Exam: No
- e. Repeatable according to state guidelines: Yes
- f. Required for degree/certificate (specify):
 Vocational English for Speakers of Other Languages
- g. Meets GE/Transfer requirements (specify):
- h. C-ID Number: Expiration Date:

- i. Are there prerequisites/corequisites/recommended preparation for this course? Yes
 Date of last prereq/coreq validation: 03/03/2017

10. LIST STUDENT PERFORMANCE OBJECTIVES (EXIT SKILLS): (Objectives must define the exit skills required of students and include criteria identified in Items 12, 14, and 15 - critical thinking, essay writing, problem solving, written/verbal communications, computational skills, working with others, workplace

needs, SCANS competencies, all aspects of the industry, etc.)(See SCANS/All Aspects of Industry Worksheet.)

Students will be able to:

1. Apply everyday kitchen and food vocabulary to role play various food preparation scenarios.
2. Demonstrate ability to comprehend oral directions and written recipes
3. Demonstrate ability to listen to food service related lectures and synthesize the information into simply written notes.

11A. COURSE CONTENT: List major topics to be covered. This section must be more than listing chapter headings from a textbook. Outline the course content, including essential topics, major subdivisions, and supporting details. It should include enough information so that a faculty member from any institution will have a clear understanding of the material taught in the course and the approximate length of time devoted to each. There should be congruence among the catalog description, lecture and/or lab content, student performance objectives, and the student learning outcomes. List percent of time spent on each topic; ensure percentages total 100%.

LECTURE CONTENT:

Kitchen Vocabulary Acquisition (30%)

Identify, spell and define relevant words.

Use relevant words in spoken and written language.

Reading strategies (20%)

Strategies for reading recipes, simple safety labels and class handouts.

Pronunciation skills (20%)

Instruction and practice in speaking the everyday language of a culinary employee.

Grammar skills (20%)

Identify and use accurately the basic tenses of simple present, past, future and present perfect within the context of kitchens and food.

Note taking skills (10%)

11B. LAB CONTENT:

na

12. METHODS OF INSTRUCTION (List methods used to present course content.)

1. Lecture
2. Observation and Demonstration
3. Discussion
4. Projects
5. Multimedia Content
6. Field Trips

Other Methods:

Role Play Scenarios Group Work

13. ASSIGNMENTS: 0.00 hours/week (List all assignments, including library assignments. Requires two (2) hours of independent work outside of class for each unit/weekly lecture hour. Outside assignments are not required for lab-only courses, although they can be given.)
Out-of-class Assignments:

ASSIGNMENTS ARE: (See definition of college level):
NOT primarily college level

14. STUDENT ASSESSMENT: (Grades are based on):

NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)

MULTIPLE CHOICE

OTHER (Describe):

In-class evaluation by instructor Student participation in discussions and activities Individual and group demonstrations and projects

Why "ESSAY" is not checked:

essay is not required for this class.

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Lora Arduser and Douglas Robert Brown . *The Waiter & Waitress and Waitstaff Training Handbook: A Complete Guide to the Proper Steps in Service for Food & Beverage Employees*. 1 Atlantic Publishing Group Inc., 2005.

Rationale: There is not a more recent text with the same content.

*Date is required: Transfer institutions require current publication date(s) within 5 years of outline addition/update.

B. Additional Resources:

Library/LRC Materials and Services:

The instructor, in consultation with a librarian, has reviewed the materials and services of the College Library/LRC in the subject areas related to the proposed new course

Are print materials adequate? Yes

Are nonprint materials adequate? Yes

Are electronic/online resources available? Yes

Are services adequate? Yes

Specific materials and/or services needed have been identified and discussed. Librarian comments: Please provide a list of recent, recommended supplementary (non-textbook) titles to the acquisitions librarian.

C. Readings listed in A and B above are: (See definition of college level):

NOT primarily college level

16. DESIGNATE OCCUPATIONAL CODE:

E - Non-Occupational

17. LEVEL BELOW TRANSFER:

D = 4 Levels Below Transfer

SUPPLEMENTAL PAGE

Use only if additional space is needed. (Type the item number which is to be continued, followed by "continued."

Show the page number in the blank at the bottom of the page. If the item being continued is on page 2 of the outline, the first supplemental page will be "2a." If additional supplemental pages are required for page 2, they are to be numbered as 2b, 2c, etc.)

1a. Prerequisites/Corequisites/Recommended Preparation:

RECOMMENDED PREPARATION:

ESOL 541A: Bridge to Credit ESOL - Level 1

ESOL 541B: Bridge to Credit ESOL - Level 2

ESOL 541C: Bridge to Credit ESOL - Level 3

ESOL 541D: Bridge to Credit ESOL - Level 4

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STUDENT LEARNING OUTCOMES

1. **Outcome:** Apply listening and speaking skills to verbally communicate everyday kitchen tasks, tools and food.

Assessment: Role-play kitchen scenarios using kitchen vocabulary and phrasing.

2. **Outcome:** Apply English skills to communicate through simple written form.

Assessment: Write step by step instruction on food handling and preparation.

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