LANEY COLLEGE COURSE OUTLINE

COLLEGE:	**STATE APPROVAL DATE:**	04/11/2018
ORIGINATOR: Steven Zetlan	**STATE CONTROL NUMBER:**	CCC00059 2405
	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:**   3. **COURSE TITLE:**

   ESOL 532A   English for Job Search Skills 1

4. **COURSE:** Laney New Course   **TOP NO.** 4930.87

5. **UNITS:** 0.000   **HRS/WK LEC:** 2.75 Total: 48.13
                          HRS/WK LAB:
                          HRS/WK TBA:

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

7. **JUSTIFICATION FOR COURSE:**

   Students new to the country and / or the language need to learn job search skills particular to the American culture, as these skills, resources, and the expectations around them vary greatly from country to country.

8. **COURSE/CATALOG DESCRIPTION**

   Exploring skills in English for job search: English for a broad range of careers and job search techniques, career resources, use of computer apps and internet websites, compiling appropriate information for job applications, cover letters and resumes, typical interview questions and techniques.

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):
          Course does not meet GE /Transfer requirements.
   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. Identify personal traits, skills and experience, and select corresponding jobs and careers.
2. Construct and conduct informational interviews.
3. Apply critical thinking skills to note-taking during informational interviews.
4. Identify key ideas and information in job search resources.

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:

1. Vocabulary and grammar related to transferable and non-transferable skills, personal traits and experience related to career and work choices. 20%
2. Vocabulary and grammar related to descriptions and titles of classes, programs and certificates available at Peralta Community College District. 20%
3. Vocabulary, grammar, and speaking / listening skills necessary to conduct informational interviews for career and coursework exploration. 20%
4. Terminology and technology of library resources and websites related to career exploration and job search. 20%
5. Speaking and listening skills for successful job networking. 10%
6. The difference between job and career, and how students can prepare for both. 10%

11B. LAB CONTENT:
No lab

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

1. Activity
2. Lecture
3. Discussion
4. Projects
5. Visiting Lecturers
6. Field Trips
7. Multimedia Content

Other Methods:
Role plays, presentations, library presentations, computer lab use.

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:
no out of class assignments

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

14. STUDENT ASSESSMENT: (Grades are based on):
MULTIPLE CHOICE
NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
SKILL DEMONSTRATION
OTHER (Describe):
        Interviews, presentations, short-answer quizzes and tests, portfolio assessment

Why "ESSAY" is not checked:

This is a non-credit course for beginning English language learners. They do not have the skills or knowledge to write essays.

15. **TEXTS, READINGS, AND MATERIALS**

    A. Textbooks:

       *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:** Identify and discuss the skills, characteristics and experience necessary for specific jobs and careers.
   This outcome maps to the following Institution Outcomes:
       • Communication - Students will effectively express and exchange ideas through various modes of communication.
       • Critical Thinking and Problem Solving - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.
       • Personal and Professional Development - Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well being.

Assessment: Match jobs and careers to skills, experience and traits. Discuss the reasons that certain skills, experience and traits are key to success in jobs and careers.

2. **Outcome:** Demonstrate the ability to conduct informational interviews.
   This outcome maps to the following Institution Outcomes:
   - Communication - Students will effectively express and exchange ideas through various modes of communication.
   - Critical Thinking and Problem Solving - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.
   - Personal and Professional Development - Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well being.

   Assessment: 1. Conduct mock and real informational interviews that result in identification and transcription of key information related to jobs and careers.

3. **Outcome:** Locate and identify key job-search information, such as job descriptions, industry information, and job postings, in print and Internet resources. Discriminate between relevant and irrelevant information.
   This outcome maps to the following Institution Outcomes:
   - Critical Thinking and Problem Solving - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.
   - Personal and Professional Development - Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well being.

   Assessment: 1. Locate information about skills, experience and personal characteristics necessary to their state job goal. 2. Locate a job posting that is appropriate to their stated job goals.

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