

LANEY COLLEGE COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	
ORIGINATOR:	Steven Zetlan	STATE CONTROL NUMBER:	
		BOARD OF TRUSTEES APPROVAL DATE:	01/23/2018
		CURRICULUM COMMITTEE APPROVAL DATE:	10/20/2017
		CURRENT EFFECTIVE DATE:	

DIVISION/DEPARTMENT:

1. REQUESTED CREDIT CLASSIFICATION:

Noncredit
 Course is a basic skills course.
 Program Applicable

2. DEPT/COURSE NO:

ESOL 532B

3. COURSE TITLE:

English for Job Search Skills 2

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

Continuation of ESOL 532A: Further skills in English for job search 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):

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: 10/20/2017

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. Analyze job descriptions and advertisements using the terminology and grammar of employment and job search.
2. Differentiate between personal skills, characteristics and experience, and produce a personal inventory of skills, characteristics and experience.
3. Use reading skills and knowledge of job search and employment terminology to analyze and complete job applications and produce simple resumes in response to job descriptions and advertisements.
4. Use listening skills to identify and differentiate between job interview questions.
5. Apply speaking and critical thinking skills to answer interview questions and seek clarification when necessary.

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 of job applications. 20%
2. Vocabulary and grammar of basic resumes. 20%
3. Reading and writing skills for job applications and resumes. 20%
4. Vocabulary and grammar of job interviews. 20%
5. Speaking and listening skills for job interviews. 20%

11B. LAB CONTENT:

N/A

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

1. Activity
2. Lecture
3. Observation and Demonstration
4. Discussion
5. Projects
6. Visiting Lecturers
7. Multimedia Content

Other Methods:

Role plays. Interviews.

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

SKILL DEMONSTRATION

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

OTHER (Describe):

Produce a resume and complete a job application. Participate in a job interview. Portfolio assessment

Why "ESSAY" is not checked:

This is a non-credit course for beginning English language learners.

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:** Produce a simple resume and complete a job application in response to a job description or advertisement.

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: Complete a job application. Produce a simple, typed resume.

2. **Outcome:** Answer basic job interview questions.

This outcome maps to the following Institution Outcomes:

- Communication - Students will effectively express and exchange ideas through various modes of communication.
- Personal and Professional Development - Students will develop their knowledge, skills and abilities for personal and/or professional growth, health and well being.

Assessment: Participate in an oral job interview.

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