

LANEY COLLEGE COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	04/11/2018
ORIGINATOR:	Karyn Panitch	STATE CONTROL NUMBER:	CCC00059 2408
		BOARD OF TRUSTEES APPROVAL DATE:	01/23/2018
		CURRICULUM COMMITTEE APPROVAL DATE:	11/18/2016
		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 534B

3. COURSE TITLE:

English for Technology 2

4. COURSE: Laney New Course

TOP NO. 4930.87

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 is intended for learners of English as a second language whose competency is at the low-beginning level in all skills. It includes receptive and productive language skills, related to technology, in support of academic success.

8. COURSE/CATALOG DESCRIPTION

Continuation of ESOL 534A: Grammar and vocabulary for speaking, listening, reading and writing related to academic and ESOL technological resources.

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: 11/18/2016

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:

Vocabulary

1. Demonstrate understanding of technology-related vocabulary
2. Define technology-related vocabulary
3. List the parts of a computer
4. Identify vocabulary related to Microsoft Word

Grammar

1. Respond to imperatives
2. Form questions asking for assistance and explanation

Listening

1. Respond appropriately to oral instructions
2. Follow oral instructions for technological processes

Reading

1. Respond appropriately to written instructions and iconography on a web page, application, or digital media to complete assigned tasks, activities, or functions
2. Identify images that support written instruction
3. Follow written instructions given by the teacher

Information Literacy

1. Find basic information on the Internet
2. Produce, save and print a Word document
3. Use Passport to find a class, instructor or course day and time
4. Send and receive emails
5. Use ESOL websites and specific ESOL educational resources to independently practice grammar, reading and listening skills
6. Use Voicethread to produce spoken content in English

- 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:

Technology-related Vocabulary Acquisition: 20%

Identify, spell, define, and use relevant words

Keyboarding Skills: 30%

Instruction and practice in keyboarding and Microsoft Word

Internet Skills for Academic Purposes: 40%

Instruction and practice in using the internet in support of academic success, including textbook websites, e-mail, Passport, class websites, reading sites, grammar sites, Voicethread, school websites

Basic Software Skills: 10%

Instruction and practice in how to use CD-Roms and an external memory drive

11B. LAB CONTENT:

NA

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

1. Lecture
2. Lab
3. Observation and Demonstration
4. Discussion
5. Projects

- 6. Individualized Instruction
- 7. Multimedia Content

- 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):
NON-COMPUTATIONAL PROBLEM SOLVING (Critical thinking should be demonstrated by solving unfamiliar problems via various strategies.)
SKILL DEMONSTRATION
OTHER (Describe):
Vocabulary quizzes

Why "ESSAY" is not checked:
This is a non-credit basic skills course

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:**
Y = Not Applicable

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:** Students will be able to identify and follow written and oral instructions with technology-related vocabulary to complete tasks and assignments online, offline and with multimedia.

Assessment: Students will be assessed through skill demonstration and vocabulary quizzes.

2. **Outcome:** Students will be able to ask for assistance with applications, hardware and software using appropriate vocabulary.

Assessment: Students will be assessed through skill demonstration and vocabulary quizzes

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