

LANEY COLLEGE COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	04/11/2018
ORIGINATOR:	Elizabeth Maher	STATE CONTROL NUMBER:	CCC00059 2333
		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 527A

3. COURSE TITLE:

English for Culinary 1

4. COURSE: Laney New Course

TOP NO. 4931.00

5. UNITS: 0.000

HRS/WK LEC: 1.83 Total: 32.01

HRS/WK LAB: 0.00 Total: 0.00

HRS/WK TBA:

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

7. JUSTIFICATION FOR COURSE:

The course will provide language skill development for English language learning students interested in pursuing a career or career development in the culinary field. The course develops basic oral communication skills and some reading and writing skills necessary for success in the first semester Culinary Program courses. Emphasis is on practice of listening and speaking. Skills will be taught in the context of common kitchen, cooking and food topics. Students will practice strategies for reading simple recipes, directions and industry labels.

8. COURSE/CATALOG DESCRIPTION

Development and strengthening of English language skills: Practice listening, speaking and some 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: 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:

1. Apply everyday kitchen and food vocabulary orally.
2. Comprehend basic oral directions and simple written recipes.
3. Demonstrate comprehension of basic safety instructions and food labels.

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:

Culinary Vocabulary Acquisition (40%)

Identify, spell and define relevant words.

Use relevant words in spoken and written language.

Reading strategies (20%)

Strategies for reading basic recipes, directions, and class handouts.

Pronunciation skills (20%)

Instruction and practice in speaking the everyday language of a professional kitchen.

Grammar skills (20%)

Identify and use accurately the basic tenses of simple present and past within the context of working within a professional kitchen.

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. 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:

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):

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

Why "ESSAY" is not checked:

This is 4 levels below transfer and non-credit. Essays are not required.

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Lora Arduser and Douglas Robert Brown . *Proper Steps in Service for Food & Beverage Employee*. 1 Atlantic Publishing Group Inc., 2005.

Rationale: This is currently the most comprehensive text on the subject. This is the most current edition.

*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:

D - Possible 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:** Orally apply level appropriate English to talk about kitchen related tools, food and safety.
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: Give presentations that use the vocabulary of common kitchen tools and food with the correct grammar in the simple present and present continuous and past tenses.

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