

LANEY COLLEGE COURSE OUTLINE

COLLEGE:		STATE APPROVAL DATE:	04/14/2018
ORIGINATOR:	Steven Zetlan	STATE CONTROL NUMBER:	CCC00059 2621
		BOARD OF TRUSTEES APPROVAL DATE:	01/23/2018
		CURRICULUM COMMITTEE APPROVAL DATE:	10/20/2017
		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 530B

3. COURSE TITLE:

English for Customer Service 2

4. COURSE: Laney New Course

TOP NO. 4931.00*

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:

This is a non-credit course intended for beginning level English Language Learners who are seeking language skills appropriate for jobs in service areas. This course will provide students with the understanding of the field of customer service and give them the language skills to move into entry-level work or continue into credit courses.

8. COURSE/CATALOG DESCRIPTION

Continuation of ESOL 530A: Development and strengthening of English speaking and listening skills. Dealing with customers in service areas.

9. OTHER CATALOG INFORMATION

- a. Modular: No If yes, how many modules:
- b. Open entry/open exit: No
- 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: 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. 1. Describe products.
2. 2. Respond to a supervisor's directions and write them down.
3. 3. Give suggestions and advice based on customer needs.
4. 4. Respond politely to complaints.
5. 5. Handle angry customers.
6. 6. Determine and solve problems.

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:

- Conduct a conversation with a customer. 15%
- Active listening to a customer 10%
- Persuasive language. 15%
- Industry specific terminology and its application. 20%
- Dealing with cash and credit cards 5%
- Handling Complaints 20%
- Suggesting product alternatives 10%
- non-verbal communication in a retail environment 5%

11B. LAB CONTENT:

None

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

1. Field Experience
2. Activity
3. Lecture
4. Observation and Demonstration
5. Discussion
6. Projects
7. Field Trips
8. Visiting Lecturers
9. 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:

This is a non-credit course. There are no out-of-class assignments.

ASSIGNMENTS ARE: (See definition of college level):

NOT primarily college level

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

SKILL DEMONSTRATION

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

OTHER (Describe):

Oral exams

Why "ESSAY" is not checked:

There are no grades, however instructors will provide feedback to students based on the following (see evaluation method)

15. TEXTS, READINGS, AND MATERIALS

A. Textbooks:

Materials will be provided by instructor.

*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:

H = 8 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

- Outcome:** 7. Students will give appropriate answers to scripted commands that aid in the communication process

This outcome maps to the following Institution Outcomes:

- Career Technical Education - Students will demonstrate technical skills in keeping with the demands of their field of study.
- Communication - Students will effectively express and exchange ideas through various modes of communication.

Assessment: Oral role play

2. **Outcome:** 8. Students will elicit information from customers to generate written documents.

This outcome maps to the following Institution Outcomes:

- Career Technical Education - Students will demonstrate technical skills in keeping with the demands of their field of study.
- Communication - Students will effectively express and exchange ideas through various modes of communication.

Assessment: Role play resulting in a written document.

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